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AUTHOR	Clark, Burton A.
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ABSTRACT

A study was conducted of the personal, professional, and organizational impact on persons receiving a National Fire Academy (NFA) Executive Fire Officer Applied Research Program Outstanding Research Award. A descriptive research methodology was used; a letter was sent to all 25 Outstanding Research Award recipients asking them to identify the personal, professional, and organizational impact of receiving their awards. Twenty-four award recipients responded, and text analysis and thematic analysis were conducted to determine the themes among the responses to the research questions. The results included 158 themes and 17 impacts. Under personal impacts, the three most frequently reported were self-confidence, pride, and professionalism. For the professional impact, professionalism, recognition, and opportunity were reported. Under organizational type, no self-reaction impact was identified; pride was the social reaction impact, and reputation was the material consequence impact. The following recommendations were made: (1) the NFA should publish articles in fire service magazines on the winners and their research; (2) a press kit should be developed for winners to use with their local media; (3) a letter of congratulations should be sent from the President of the United States to the winners; and (4) Congressional letters of congratulations from the winners' senators and representatives should be sent to the winners in order to enhance the professional impact of the reward. (KC)

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PERSONAL, PROFESSIONAL, AND ORGANIZATIONAL IMPACT OF RECEIVING A NATIONAL FIRE ACADEMY EXECUTIVE FIRE OFFICER PROGRAM OUTSTANDING RESEARCH AWARD

Executive Leadership

BY: Burton A. Clark, Ed.D.
National Fire Academy
Emmitsburg, Maryland

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An applied research project submitted to the National Fire Academy as part of the Executive Fire Officer Program.

July 1997

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Abstract

The problem was that the personal, professional, and organizational impact of receiving a National Fire Academy's (NFA) Executive Fire Officer (EFO) Applied Research Program (ARP) Outstanding Research Award had never been identified. The purpose of this study was to identify the personal, professional and organizational impact of receiving an NFA EFO ARP Outstanding Research Award. A descriptive research methodology was used. The research questions were:

1. What are the personal impacts of receiving an EFO Outstanding Research Award?
2. What are the professional impacts of receiving an EFO Outstanding Research Award?
3. What are the organizational impacts of receiving an EFO Outstanding Research Award?

The research procedures included sending a letter to all 25 EFO ARP Outstanding Research Award recipients asking them to answer the three research questions in writing. Twenty-four award recipients responded. A qualitative research process was used to conduct a text analysis of the written responses. A thematic analysis of the raw data was conducted to determine the themes among the answers to the research questions. Principle themes were identified for each type of impact (personal, professional, and organizational). Impacts were then identified as one of three outcome classifications (self-reaction, social reaction, and material consequence). Finally, direct quotes from the written responses were identified to illustrate the impacts of receiving an Outstanding Research Award in the winners' own voices.

The results included 158 themes and 17 impacts. Under personal impacts the three most frequently reported in each outcome category were self-confidence, pride, and professionalism. For the professional impact, professionalism, recognition, and opportunity were reported. Under organizational type, no self-reaction impact was identified, pride was the social reaction impact, and reputation was the material consequence impact. All 24 Outstanding Research Award winners were quoted.

Four recommendations were made to remediate the problem that no organizational impact related to the self-reaction of receiving an Outstanding Research Award was identified. First, the NFA should publish articles in fire service magazines on the winners and their research. Second, a press kit should be developed that winners can use with their local media. Third, a Presidential letter of congratulations should be sent to the winners. Finally, Congressional letters of congratulations from the winners' Senators and Representatives should be sent. These four actions will help the NFA achieve its purpose "...to advance the professional development of fire service personnel."

Acknowledgement

My deepest personal and professional appreciation is extended to the EFO laureates. Your letters were the highest affirmation of my belief that research and recognition are important to the fire service becoming a professional discipline.

We all wonder if our work has any meaning. Teachers achieve vicarious meaning through the success of their students. All of my NFA students have done that for me. Thank you.

I am not eligible for an Outstanding Research Award, but like Moses, I know something wonderful lies ahead because of EFO Applied Research Projects that have been done and because of all the research and awards yet to come. I honor the past, celebrate the present, and believe in the future.

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Introduction

The problem is that the personal, professional, and organizational impact of receiving a National Fire Academy (NFA) Executive Fire Officer Program (EFOP) Outstanding Research Award (ORA) has not been identified. The purpose of the study is to identify the personal, professional, and organizational impact of receiving a NFA Outstanding Research Award. This is a descriptive research project. The research questions are:

1. What are the personal impacts of receiving a NFA Outstanding Research Award?
2. What are the professional impacts of receiving a NFA Outstanding Research Award?
3. What are the organizational impacts of receiving a NFA Outstanding Research Award?

Background and Significance

The NFA EFOP Applied Research Project Outstanding Research Award was created in 1989. The awards are given annually for the best Applied Research Project paper in each EFOP course area. From 1989 to 1995, the subject areas were executive development, prevention, operations, and leadership. In 1995, the Strategic Management of Change course was added as a new required course and a series of elective courses were added for the third year selection by the students.

EFOP Chairs, and occasionally other NFA staff members, select the winner in each course area. The pool of candidates is made up of all the ARP's which received a grade of 4.0 in the calendar year. All 4.0 papers are listed in the EFOP ARP Selected

Bibliography which is updated and published annually. The listing is by state, author, organization, and research title. The bibliography is accessible on the United States Fire Administration's (USFA) World Wide Web home page. On occasion, two papers may tie in a course area, then the authors share the award (NFA, 1996a).

The philosophy and purpose of the Outstanding Research Award is best reflected in the forward to the annually published award book which states:

> The Nobel Prize, the Pulitzer Prize, and the Olympic Gold Medal are recognized world-wide as symbols of human excellence. These awards are bestowed on individuals in recognition of achievements that have made significant contributions to society. When individuals are recognized as outstanding, the entire culture benefits because our ability is pushed to the outer limits of what is possible and imaginable. Based on this, the National Fire Academy Executive Fire Officer Program Outstanding Research Award was created.
>
> A significant measure of the professionalism of any occupation is the quality and quantity of the research the discipline is based on. The Outstanding Research Award helps the National Fire Academy achieve its mission of increasing the professionalism of the fire service.
>
> The faculty have selected these papers as examples of outstanding work; to recognize the authors, contribute to the fire service literature, and inspire others to achieve new heights of excellence (NFA, 1996a, p. i).

Twenty-five Executive Fire Officer students have received Outstanding Research Awards for a variety of subjects. Four winners have received multiple awards (Appendix A). The NFA Superintendent officially notifies the winners by letter. Copies of the letter are also sent to the winner's congressional representatives and organizational leaders. A Federal Emergency Management Agency (FEMA) press release is issued announcing the winners and reporting the titles of the studies. The papers are retyped and published by the United States Fire Administration (USFA) and placed on the World Wide Web home page, from which the papers can be downloaded (NFA, 1996b).

The winners are invited to present their paper at the annual EFO Graduate Symposium. At that time they are given a certificate, during the banquet ceremony, to document the award. The winner's photograph, name, organization, and paper title are predominantly displayed in the Academy classroom building. The display is located adjacent to the auditorium in a high pedestrian traffic location. In 1990, the Society of Executive Fire Officers established the practice of presenting a cash award to the winners.

To date no follow-up data has been collected on the winners or their research. This study is significant to the NFA for three reasons. First, long term evaluation of Academy courses is underway. The results of this study can be incorporated into that evaluation study. Second, the USFA may be able to use the information in the annual report to the U.S. Congress. Finally, this study will serve as a model that can be used for future research to identify the impact of NFA programs.

This study relates to the Executive Leadership course, specifically Module Six entitled "Assessing Organizational Culture," in the following three ways. First, the study is an attempt to help identify the culture that is created by winning an EFO Outstanding Research Award. Second, the module presents a model called "Framework for Deciphering Culture" to be used in the identification process. Finally, the cultural manifestations of the winners will be determined by identifying their shared things, shared sayings, shared doings, and shared feelings (NFA 1995).

Literature Review

Introduction

The purpose of this literature review is to set the theoretical foundation for the study and present comparative literature on the impact of winning other awards. Four topics are reviewed. First, the psychological concepts associated with winning. Second, various reports on winning the Nobel Prize and Pulitzer Prize are presented. Third, the concepts associated with qualitative research that are used in this study are discussed. Finally, it is necessary to report my thoughts on the Applied Research Project Outstanding Research Award because self-reflectivity is an important aspect of qualitative research.

Winning Psychology

From a psychological point of view this study will identify the outcomes associated with winning an Outstanding Research Award. Bandura (1991) indicates that there are three classes of outcome: material consequence, social reactions, and self-reactions. "In most social, intellectual, and physical pursuits, those who judge themselves highly efficacious will expect favorable outcomes, whereas those who expect poor performance of themselves will conjure up negative outcomes" (Bandura, 1991, p. 78).

Favorable outcomes can have negative effects. "With success comes pressure to fulfill not only rising personal standards but social expectations" (Bandura, 1991, p. 123).

The importance of the social context is illustrated by Deci and Ryan (1991, p. 245) when they state:

> Human activity occurs within real or imagined social contexts. As we work, play, study, perform, or relax, other people often observe use, make requests of us, or coact with us. And even when others are not actually present, we may be aware of what they would like us to do or how they would like us to do it. The quality of the others' presence (whether actual or imagined), as well as the quality of the broader social context within which we interact with others, can have an important effect not only on our behavior but also on our feelings about ourselves and our overall development.

The importance associated with the quality of the others' presence is reflected in the U.S. Government's national performance review. Clinton and Gore (1997, p. viii) use examples of "…the brightest, most creative, heroic people in public service so far" to illustrate the best practice and successes in government today. The NFA EFOP ORA was not included in the list of successes.

Clinton and Gore (1997, p. 27) go on to say, "People want to make a difference. If you given them the chance and let them know you trust them, you'll unleash their untapped human potential, and they'll solve problems and serve customers better than you dream possible." This resonates with a key concept associated with the ORA as reflected in the forward to the award book, "…when individuals are recognized as outstanding, the entire culture benefits because our ability is pushed to the outer limits of what is possible and imaginable" (NFA, 1996a, p. iii).

To summarize, winning has both positive and negative psychological impacts on the individual and people around them. The outcomes of winning are significantly influenced by the culture's attitude toward winning. The culture's attitude is reflected in the actual or imagined quality placed on the achievement by the social group. The culture of winning can be identified in the group's shared sayings, doings, and feelings (NFA, 1995).

Other Awards

Nobel Prize

"Defined as the gold standard by which all other scientific awards are judged, the Nobel Prize has become a universal and instantly understood metaphor of supreme achievement" (Zuckerman, 1996, p. xxix). Nobel Prize winners are transformed into celebrities, they move from private citizen to semi-public institutions; they become the scientific elite (Zuckerman, 1996). Winners "...have found that the media attention accompanying the honor provides an excellent opportunity to speak out on behalf of important causes" (Benowitz, 1995, p. 3). The down side is that there are so many requests on their time that stardom can and does interfere with their work, especially following the award and for years after (Benowitz, 1995). Zuckerman (1996, p. 206) reports that Nobelists have a "...feeling of enormous gratification in having won it." Winning the prize gives them more self-assurance and a sense that their work has value. At the same time there is the anxiety of not being able to produce that level of work and achievement ever again (Zuckerman, 1996).

Being considered for a Nobel Prize is a high honor. Individuals who's work has competed for the award are identified as occupants of the 41st chair. "The existence of the occupants in the forty-first chair reminds laureates that the system in which they achieved so much success does not operate with as much justice as they would wish" (Zuckerman, 1996, p. 214).

People and institutions want to be associated with Nobel Laureates. Opportunities to serve on boards of directors and become candidates for other awards are common. Every institution the laureate was ever associated with identifies with them, including their high school. Although they become popular and in demand, they typically do not change the institution they were with when they win (Zuckerman, 1996; Benowitz, 1995).

The National Emergency Training Center (NETC) cannot escape the need for Nobel association. Professor Eugene Paul Wigner's, the 1963 Nobel Prize winner for Physics, portrait hangs in the NETC dining hall with a plaque explaining his achievements. On a personal note, I worked with Dr. Wigner for a few days in the early 80's when he and several other physicists and civil defense experts were planning a major FEMA initiative to create a national training program for school children on nuclear civil defense. The project never occurred, but I was in awe of these men who had worked with Einstein and worked on the Manhattan Project.

Pulitzer Prize

The Pulitzer Prize represents the highest professional honor attainable by an American journalist. It is interesting to note Joseph Pulitzer's purpose for creating the prize, in his own words, "My idea is to recognize that journalism is, or ought to be, one of the great and intellectual professions, 'the prize' will be of the greatest possible benefit and renown to the university, possibly greater than the school itself" (Rothmyer, 1991, p. 5).

Prize winners report that the recognition is a validation of their work and the joy associated with the fact that someone noticed the work. The validation goes beyond the particular article and extends to what they do every day (Larimer, 1992). The recognition also serves as validation of the subject matter being written about. For example, in 1964 the government was critical of the media coverage of the Vietnam War. When Halberstram and Brown won the prize "it was as if the Supreme Court of our profession had ruled in our favor" (Rothmyer, 1991, p. 3).

Winners are catapulted to stardom. They are invited to write books, give speeches, and serve on panels. Larimer (1992, p. 38) quotes a winner, "The sheer volume of mail and phone calls is unbelievable…there are so many distractions that it's been hard to find time to work."

Thrilling is a word used by prize winners. One went so far as to describe it as comparable to the birth of his child (Rothmyer, 1991). "Even 13 years later, Jasper (a Pulitzer Prize winner) still gets an occasional thrill, such as when his daughter came home from school brimming with joy because they happened across her father's name in an almanac" (Larimer, 1992, p. 40).

The down side to the prize is the self-imposed anxiety of being able to live up to ones own new performance standard. Other people's expectations of winners' work also increases. One editor captured the jinx of the prize when he said, "I've known people who have won a Pulitzer and never wrote a decent word again" (Larimer, 1992, p. 37).

Finally, many winners identify the subject written about as a significant emotional event which changed their life. The prize is the recognition they can keep forever. One winner said, "It's going to look great in my obituary" (Rothmyer, 1991, p. 1).

Qualitative Research

Van Maanen (1983a, p. 9) describes qualitative research this way:

> It is at best an umbrella term covering an array of interpretative techniques which seek to describe, decode, translate, and otherwise come to terms with meaning, not frequency, of certain more or less naturally occurring phenomena in the social world.

Potter (1996) analyzed 30 definitions of qualitative research in the literature. From this analysis, templates of fundamental issues associated with qualitative research were created.

Potter's (1996) templates cover six subject areas. Under each area are key questions and alternative answers (Appendix B). The subject areas that must be addressed by qualitative researchers and readers of qualitative research are: foundational issues, nature of qualitative evidence, issues of data gathering, analysis issues, method of analysis, purpose and standards of quality.

Social science research, both quantitative and qualitative, has two goals describing and explaining (King, Keohane, & Verba, 1994). To determine the effectiveness of professional training programs description alone is not sufficient. Instruments, questionnaires, and scales do not say anything about the underlying structure of a training program or how well it is working. Explanation can only come from deep structure analysis of the people in the program and the impact the program has on them and their surroundings (Light, 1983).

One method of conducting deep structure analysis is thematic analysis. Thematic analysis is used to identify themes or patterns in raw data like text. The text is the primary source and is used as the evidence. The researcher identifies the concepts being expressed, then groups the concepts into themes (Spencer & Spencer, 1993; VanMaanen, 1983b).

In summary, qualitative research is an attempt to understand phenomena that can not be easily translated into numbers, equations, or formulas. To give credibility to the qualitative study, a scientific methodology is used instead of an artistic methodology. In all qualitative research there is some science, in all quantitative research there is some art.

Self-Reflexivity

> Because qualitative researchers cannot remove themselves from the situations they study, they need to be able to reflect on the progression of their decisions in the research process and illuminate this for their readers. By doing so, they are revealing their scholarly perspective and thus providing readers with an important context to understand the research. This is referred to as critical subjectivity, which means that we do not suppress our primary subjective experience, that we accept that our knowing is from a perspective; it also means that we are aware of that perspective and of its bias, and we articulate it in our communications. Critical subjectivity involves a self-reflexive attention to the ground on which one is standing (Potter, 1996, p. 187).

I know there is no such thing as bias-free research. Although the majority of my research has been quantitative, it too is influenced by my knowledge, beliefs, values, and life experiences. But this is the first time I have been required, or been given the opportunity, to articulate my cognitive and affective domains. The method I have chosen is chronological, beginning with my early development through today. The analysis covers such topics as education, research, awards, and professionalism.

My early school development was average to below average due to a learning disability. I received very few academic awards in elementary or high school. During the same time period, I was associated with the YMCA system in the aquatic and judo programs. In these psychomotor domains I excelled, achieving high levels of proficiency and awards. Eventually I became an instructor in these disciplines. The experience also instilled in me the value of competition not as a means of creating winners and losers, but as a way to increase one's own proficiency, as well as the proficiency of the team. In the marshal arts field you increase your ability if your competition is more skilled than you are. You also must have the same level of respect for the opponent you surpass.

By the time I reached college, I had learned to compensate for the learning disability by using the same cognitive techniques I used in the YMCA to learn the academic subjects. This new approach worked well for me and I moved closer to the head of the class.

In 1970, I joined the fire service and the die was cast. I was finally in an environment where I could apply my psychomotor learning and teaching skills and my cognitive skills. I achieved a high level of proficiency and awards, but early on I realized that operations was not very effective in saving lives of civilians or firefighters. In the early 70's, I became involved with the National Bureau of Standard's Center for Fire Research and the John Hopkins University Applied Physics Lab which were doing research on a new residential fire safety device known as a "smoke detector." I read all the research I could get my hands on and attended many seminars. I became very knowledgeable on smoke detectors and was able to transfer that information to my fire departments and community.

In 1976, I published my first article. The power of published literature became very evident. I received dozens of letters in response to the article. The value of professional literature was becoming clear.

As I read the article now I see major themes emerging: higher education can lead to fewer firefighter deaths and injuries, what we recognize and reward we get, we must determine who, what, and why to find the answers (Clark, 1976). In 1977, I presented two papers at the annual National Fire Protection Association conference in Washington, DC. One was on "Attacking the Firefighter Safety Attitude" for the Laurel Volunteer Fire Department. The other paper was on "Teaching Firefighters About Smoke Detectors" for the District of Columbia Fire Department. (I was told I was the first person ever to present two papers at the same conference.) Mr. David McCormick, Superintendent of the National Fire Academy (NFA), was in attendance for my smoke detector paper. One year later, I was detailed to the NFA to develop and conduct the National Fire Academy training program on smoke detectors. I become more involved with the National Bureau of Standards, John Hopkins University, and the Underwriters Laboratories. I participated in the California Fire Chiefs Association full scale burn testing on smoke detectors and residential sprinklers. As a result of this experience, I learned more about science, research, chemistry, physics, electronics, and human behavior during fires.

In 1980, I joined the NFA's full time faculty. That same year I started my master's degree program. All of my course development work at NFA has some aspect of research built into the curriculum. From 1981 to 1984, I published the "Prometheus Report," a newsletter dedicated to fire safety research. From 1983 to 1988, I conducted 10 organizational development interventions around the country. Each strategic plan I helped to develop contained a goal addressing the need for increased award and recognition programs in the departments. From 1982 to 1990, I taught Executive Development full time.

In 1989, the associate's degree requirement and Applied Research Project was added to the EFOP curriculum. I was one of the principle architects of that requirement. The ARP requirement was modeled after Nova Southeastern University's research requirement where I was working on my doctorate.

Nova Southeastern University has an annual program where students present their research. The papers and presentations were evaluated and awards were given. On my first submission, I received an award. When the EFO Graduate Symposium was created, I was a principle designer of the Outstanding Research Award and having students present their papers. I am the author of the forward to the award book that explains the purpose of the award. The forward also reflects my personal and professional beliefs about research, awards, and the NFA mission.

In my teaching and writing, I have stated that the level of professionalism of a discipline can be measured by the quantity and quality of the research it is based on. Another concern I have is a cynical statement by Lt. Hamilton of the New York City Fire Department, the most decorated firefighter in that department's history, "The highest honor in the fire service is a full dress departmental funeral" (Sargent, 1986). What a society rewards and honors tells you what it values. Annually, the United States Fire

Administration conducts the Fallen Firefighters Memorial Service in Emmitsburg, Maryland. Over the past five years the ceremony has been televised via satellite nationwide (NFA, 1997). In addition, Firehouse Magazine publishes the annual run summary identifying the busiest engine, truck, squad, ambulance, and battalion chief in the country (Roche & Campbell, 1996). In 1993, I wrote an article on fire service professionalism and higher education stating, "maybe your next firefighter of the year award should go to a firefighter who has conducted an outstanding research project" (Clark, 1993, p. 53).

Since 1993, I have compared the number of police service related dissertations to the number of fire service related dissertations. The fire service averages less than 10 per year, whereas the police service averages over 100 per year. This illustrates the lack of research as part of the fire service culture. Harver (1995, p. 177) studied 700 police departments on the production and consumption of research and concluded:

> …police may not be as resistant to research as many think. A majority of this sample agreed that research could be used in daily operations and that research efforts were supported by agency administrators. Those responsible for research, whether as part of research units or in addition to other duties, play major roles in the administration of their agencies, particularly if they report directly to the agency head.

To summarize, I believe research is important to the fire service. One way to show our value of it is to reward and honor it. From the inception of the ARP to the final page of this paper, you see part of me. Thank you for the opportunity to share.

Procedures

Introduction

Potter's (1996) tables of key questions and answers (Appendix B) were used as the outline for conducting this qualitative research project. Explanation is given where needed to clarify the decisions.

Foundational Issues

The key ontology question to be answered is does the researcher believe the phenomenon to exist apart from human's perception of it? The answer I have the most affinity for is Actional Idealism. I believe that people do make their own choices as active agents who are goal oriented. That free agency is subject to situational and social forces beyond their control.

The key epistemology question is to what degree do people come to know the phenomenon? Intersubjectivity is my choice because I cannot be purely objective, but I can identify shared interpretations among the subjects.

The third issue is axioms, what are the key assumptions in qualitative research? This research is text based using the subject's responses to my questions. The humanistic study focuses on my interpretation of the language the subjects use to explain the impact of receiving an Outstanding Research Award, in a cultural context.

Nature of Qualitative Evidence

The type of evidence gathered for this study fell into the subjective valuing category. What the subjects wrote in answering the questions are their true answers and real to them. My analysis of the responses is subjective based on my conscious and unconscious valuing of each bit of evidence.

The micro level of evidence gathering was used for this study because the entire population of subjects could be included and the research questions are of a personal nature.

Finally, numbers are used in this study to refer to real mathematic properties, specifically quantities.

Issues of Data Gathering

The principle method of data gathering was by document examination. Each subject was mailed a letter (Appendix C) and asked to write back answering three questions: (a) What was the personal impact of receiving the EFO Outstanding Research Award? (b) What was the professional impact of receiving an EFO Outstanding Research Award? and (c) What was the organizational impact of receiving the EFO Outstanding Research Award? This evidence is considered primary because the subjects created the document at my request and direction.

I clearly identified myself as a member of the group stating, "I finally made it…I am an EFO student." My connection to the subjects was also made by indicating I had to do research papers, implying just like they did. I also asked for their help. My connection with the group is strong because the majority were students in my class. I helped some with their research, I communicated with them when they received their award and participated in the award ceremony.

I functioned as an active observer because the letter I sent was certainly an intrusion on the subjects' lives. I was asking them to share their cognitive and affective experience associated with winning the award. The sharing needed to be in a written form that required some effort on their part. I also resent the letter to subjects that were

30 days late in responding. At 45 days, I started calling subjects to solicit their reply. The sample for this study is the entire population of EFO Outstanding Research Award winners. All 25 subjects were contacted and 24 answered the request.

The data gathering was a collaboration between the subjects and myself. The letter explained several reasons why I was conducting the study: program requirement, my graduate symposium presentation, and publication of the results. I go on to tell them why I think this is important, "I believe the project will benefit the EFO Program, research, and fire service professionals." I feel the subjects saw the value to these benefits. Although the responses are personal, I tried to give the subjects clear operational definition of two key words, "impact and effect." Copies of the definitions were included in the letter. The subjects were told any response was voluntary and if they could not respond I would hold no negative feelings. Finally, subjects could decide if they wanted to remain anonymous or give permission to use their name and organization.

The data gathering began on November 24, 1996, when the letters were mailed. The last response was received March 30, 1997. The amount of contact was the time it took the subject to compose and write the letter. There is no method to calculate the amount of time used. The amount of time to analyze the letters was 50 hours or about two hours per paper.

Analysis Issues

The expectations of the research findings are priori because the research questions were very specific so the data gathering would meet the goal of the research. This procedures section illustrates the complete step by step process of data gathering, analysis, and reporting.

There is a high level of conceptual leverage because in the discussion section I compare the research results to the impact of other awards and the psychology of winning. The research project is an attempt to generalize because I make recommendations to the National Fire Academy.

The form of expression used is mainstream realist. Using a journalistic style, I try to let the subjects speak for themselves. The focus of argument is the evidence. The facts, and my interpretation, speak for themselves. Next, the degree of contextualization is low. I describe the context I am aware of, but I do no have access to the subjects context in their life setting. Finally, the degree of self-reflectivity is high because I cannot separate myself from this subject or research.

Method of Analysis

This qualitative research project uses an inductive triangulation methodology. The responses of the subjects were reviewed and the patterns or themes were identified. The themes among the subjects were then identified. This evidence represents the results. The results and literature were compared to determine if there was generalizability. From this process, organizational recommendations were presented.

Purpose and Standards of Quality

This research uses three aspects of qualitative research. I describe the subjects responses, interpret the text to identify patterns, and explain the impact of receiving the awards compared to other awards and the psychology connected to winning.

The internal quality, or validity, of this study is achieved by triangulation of the evidence. Each subject's response is compared to the other subjects. From this process, patterns are identified. All the analysis is presented for the reader's review.

The external quality of this study is achieved by comparing the results to the findings of others on the subject of winning. The results also have a high level of external quality because the entire population of Outstanding Research Award winners was included. Finally, all the evidence, process, and analysis methods are presented for reader's evaluation.

Population

All 25 winners of the NFA EFO Outstanding Research Award were included in this study. The winner's names and the title of their papers are listed in Appendix A. A total of 24 subjects responded to the letter requesting their answer to the three research questions. Subjects that did not respond by the stated date of December 31, 1996, were called. If no response was received, a second mailing was sent out, and then a second phone call. Finally, the letter was faxed. The process began on November 24, 1996. The last fax was sent on April 5, 1997.

Research Letter

There were three research questions to be answered in this study: (a) What is the personal impact of receiving an NFA EFO Outstanding Research Award? (b) What is the professional impact of receiving an NFA EFO Outstanding Research Award? and (c) What organizational impact did receiving the award have on your department or community?

The questions were created by the author of this research. The questions were a reflection of my belief that any NFA experience should impact on a participant at three levels: personal, professional, and organizational. This idea fits the purpose of NFA, "...to advance the professional development of fire service personnel..." (Federal Fire Prevention Control Act, 1974).

To help explain the concepts of personal the words "your", "family", and "friends" were added in parenthesis. To explain professional, the phrase "internal and external to your department and community" in parenthesis were added. A copy of the dictionary (Soukhanov, 1994) definition of the word impact and effect were included with the letter. The purpose of including the definitions was to help ensure a common meaning to the questions among the respondents.

A release form was also included. The subjects were told they could choose to remain anonymous or give permission to identify themselves and their organizations.

The letter informed the students that I was in the EFO program, and that this study was one of my Applied Research Projects. Any response was voluntary and that there would be no negative feeling from me if they did not respond.

I told the subjects that I would present the paper at the 97 EFO Graduate Symposium and publish the paper. I shared with them my belief that this project would benefit the EFO program, research, and fire service profession.

I was relying on my personal and professional relationship with the subjects to motivate them to respond, and they did.

Data Analysis

Themes

I read the set of responses three times over a period of two weeks. On the fourth reading, key concepts in each response were underlined. The words, phrases, or sections identified were my perception of an impact statement theme. The statements were then listed for each subject under each of the three research questions. The number of times statements were used was tallied and the frequency noted. This process is based on Spencer and Spencer's (1993) thematic analysis methodology.

The next step was to classify each response by its outcome category (Bandura, 1991) material consequence, social reaction, or self-reaction. The coding system was m = material, c = social, and s = self (Appendix D).

Impacts

The thematic analysis data was used to identify the impacts of receiving an ORA. The principle themes were identified as impacts. The impacts were reported by type of impact (personal, professional, organizational) and outcome classification (self-reaction, social reaction, and material consequence).

Journalistic Text

Once the themes and impacts were identified, I re-read the responses and highlighted quotes that captured the essence of the impacts. The quotes were then arranged by impact type and outcome classification. A journalistic writing style was used to let the NFA ORA laureates' own voices report the impact of winning. This journalistic form of expression, Potter (1996) describes as one of five standard methods used by qualitative researchers.

In citing the EFO laureates I depart from the standard American Psychological Association reference style, which would require each reference to be a personal communications and omit the first name, because I wanted a personal connection between the readers of this paper and the laureates.

Responses

The original submissions of the respondents were scanned or typed into a word processing program. The text was modified to keep the respondents anonymous. When needed, organization names were eliminated and any reference that may be used to identify the author, fire department, city, or state, were changed (Appendix E).

The responses of the subjects are included in as verbatim form as possible so readers can examine the original evidence. This will add to the validity and reliability of the study. In addition, the original voices of the respondents can be heard. This adds to the quality of the research and will be a positive experience for the readers of this study.

Assumptions and Limitations

There are two assumptions that effect the study. First, it is assumed that the subjects' responses were honest and correct. Correct in the sense that they understood the questions and the concepts associated with them. The inclusion of the definitions of impact and effect was an attempt to have a common understanding among the subjects. There is no way to determine if this was achieved.

The second assumption is that throughout this study I have included sufficient self-reflexivity to illustrate and explain my biases.

The limitations that effect this study are the facts that I was the only one to review and analyze the data. As a consequence, the results are subjective based on my biases.

My biases and the original evidence are included in the paper so that readers can draw their own conclusions on the quality of this research.

Definition of Terms

Material consequence: any thing that can be associated with money, job, time, work, good will, a tangible item, written article, award, and reward.

Social reaction: principally assosciated with others, feelings, beliefs, values, judgements, and communications.

Self-reaction: principally associated with one's own feelings, beliefs, values, and judgements.

Composite theme or impact: a word selected by me to reflect a group of responses. A composite word was not used by the respondents. Composite words are in [ ] brackets.

Summary

I have attempted to use deep structure analysis (Light, 1983) to identify the ORA's impact. By illustrating the themes, impacts, laureates' own voices, the raw data, and my biases this study may help the NFA determine the effectiveness of the Outstanding Research Award program.

Results

Themes

Personal

There are four principle themes associated with the self-reaction to the personal impact of receiving an EFO Outstanding Research Award. The most frequently reported theme was self-confidence (N=9) which included seven subcategories. Pride (N=9) is the next theme with six subcategories. Honor (N=6) is the third theme with five subcategories. And surprise (N=3) is the fourth composite theme with seven subcategories. Finally, three negative subcategories were reported expectations, insecurity, and won't change the world (Table 1).

Table 1

Self-Reaction to Personal Impact of Receiving Award

Theme	Frequency
Self-confidence	9
Satisfaction	3
Self-worth	2
Self-esteem	2
Did it right	
Demonstrated skill	
Validation	
Appreciated	
Pride	9
Accomplishment	2
Meaningful	2
All time high	
Ego boost	
Gratifying	
Significant	
Honor	6

Humbled	4
Career high point	
Top 10 life events	
Meant a great deal	
Value	
[Surprise]	3
Elated	2
Joyous	
Excited	
Wow	
Disbelief	
Thrilled	
Upper	
[Negative]	
Expectations	
Insecurity	
Won't change the world	

There are two principle themes associated with the social reaction to the personal impact of receiving an EFO Outstanding Research Award. The most frequently reported theme is pride (N=6), with one subcategory The second theme is reinforcement (N=4) with 14 subcategories. Expectation is the only negative theme reported only once (Table 2).

Table 2

Social Reaction to Personal Impact of Receiving Award

Theme	Frequency
Pride	6
Accomplishment	
Reinforcement	4
Appreciation	2
Happy	2
Recognition	2
Attended ceremony	
Respect	
Acceptance	
Elated	
Important	
Approval	
Support	
Awarded	
Pleased	
Positive	
Enjoyed	
[Negative]	
Expectation	

There are two principle themes associated with the material consequences to the personal impact of receiving an EFO Outstanding Research Award. The composite theme of professionalism was identified with 14 subcategories. The second composite theme was symbolism with four subcategories (Table 3).

Table 3

Material Consequences to Personal Impact of Receiving Award

Theme	Frequency
[Professionalism]	
Resume	3
Advisor	2
Recognition	2
High caliber work	
Others use work	
Make contribution	
Competitive edge	
Learning experience	
Symbol of potential	
Published	
Press	
Reputation	
Appointed to fire chief	
Deluged for info.	

[Symbolism]	
Photo	2
Award tangible	
Try harder	
Motivation	

Professional

Professionalism is the one composite theme associated with the self-reaction to the professional impact of receiving an EFO Outstanding Research Award. There are nine subcategories (Table 4).

Table 4

Self-Reaction to Professional Impact of Receiving Award

Theme	Frequency
[Professionalism]	
Positive	
Ego boost	
Learn about subject	
Feel professional	
Career high point	
Career boost	
Prestige	
Validated conclusions	
Increased knowledge	

Recognition (N=9) is the principle theme associated with the social-reaction to the professional impact of receiving EFO Outstanding Research Award. There are eight subcategories identified. There are four subcategories under the negative theme with no recognition reported twice (Table 5).

Table 5

Serial-Reaction to Professional Impact of Receiving Award

Theme	Frequency
Recognition	9
Appreciation	2
Pride	
Acceptance	
Impressed	
Achievement	
Expectation	
Prestige	
Confidence	
[Negative]	
No recognition	2
No one cared	
Envious	
Unnoticed	

There are four principle themes associated with material consequence to the professional impact of receiving an EFO Outstanding Research Award. First, opportunity was the most frequent (N=10) reported theme with three subcategories. Recognition (N=7) was the second with five subcategories. Professional status (N=6) had nine subcategories. The composite theme of change is used to describe the installation of sprinklers, change in National Fire Protection Association (NFPA) standards, and being a better leader. The negative themes are political repercussions or no recognition (Table 6).

Table 6

Material Consequences to The Professional Impact of Receiving An Award

Theme	Frequency
Opportunity	10
Present paper	5
Share paper	2
Exposure	2
Recognition	7
Awards (additional)	3
Photo	2
Tangible experience	
FD paid for food at Symposium	
Community pride	
Professional status	6
Influence	5

Credibility	5
Promotion	4
EFO paper review	3
Job opportunities	2
Perception of work	2
Publish	2
Resume	
Achievement	
[Change]	
Installed sprinklers	
NFPA standards	
Better leader	
[Negative]	
Political repercussions	
Not placed in personnel folder	
No public recognition	

Organizational

There were no identified themes to the organizational impact of the EFO Outstanding Research Award from a self-reaction perspective. Four subcategories were reported. The one negative response is did not care (Table 7).

Table 7

Self-Reaction to Organizational Impact of Award

Theme	Frequency
Epitome	
Proud	
Start of career	
Future job	
[Negative]	
Did not care	

The theme associated with social-reaction to organizational impact of receiving an EFO Outstanding Research Award is pride (N=2) with seven subcategories. The negative theme subcategory includes little recognition, at odds with union, jealously and few people know (Table 8).

Table 8

Social-Reaction To Organizational Impact Of Receiving An Award

Theme	Frequency
Pride	2
Impressed	
Excited	
Positive	
Set standards	
Commitment to National Fire Academy	
Asked about research	

Inspired excellence	
[Negative]	
Little recognition	
At odds with union	
Jealousy	
Few people know	

There are two principle themes associated with material consequences of the organizational impact of receiving an EFO Outstanding Research Award. Recognition (N=7) was the most frequently identified theme with nine subcategories. Implementation of research (N=6) was the second most frequently identified theme with five subcategories. There are five negative subcategories with news hit and miss (N=2) most frequent (Table 9).

Table 9

Material Consequences to Organization Impact of Receiving An Award

Theme	Frequency
Recognition	7
Press	2
Recognition	2
High qualified public service	
FD influence	
Shared research	
Increased expectations	

Less political and media attacks	
Increased importance in National Fire Academy	
Photo	
Implementation of research	6
New ordinance	
Maintaining staff levels	
Better work products	
Marketing	
Quality of life	
[Negative]	
News hit and miss	2
Research not used to benefit citizens	
Increased union/management tension	
Never recognized	
Virtually nill	

Impacts

Seventeen impacts of receiving an NFA EFO Outstanding Research Award were identified. The type of impact most frequently reported by the EFO laureates was personal (N=8). The top personal impact for self-reaction was self-confidence; for social reaction was pride; and for material consequence was [professionalism]. Six impacts were identified under the professional impact type. The top impact for self-reaction was professionalism; for social reaction was recognition; and for material consequence was opportunity. Three impacts were identified under the organizational impact type. There was no self-reaction impact identified. Pride was the social reaction and reputation was the top material consequence. The outcome classification with the most impacts was material consequence (N=8). Self-reaction was second with 5 impacts and social reaction was third with 4 impacts (Table 10).

Table 10

Impacts of Receiving an NFA EFO Outstanding Research Award by Impact Type and Outcome Classification.

		Classification	
Type	Self-Reaction	Social Reaction	Material Consequence
Personal	Self-confidence	Pride	[Professionalism]
	Pride	Reinforcement	[Symbolism]
	Honor		
	Surprise		
Professional	Professionalism	Recognition	Opportunity
			Recognition
			Professional status
			Change
Organizational		Pride	Reputation
			Implementation of research

Note: Words in [ ] brackets are a composite impact.

Text

Personal Impact

Self-Reaction

The sense of self confidence that EFO laureates feel can be very specific like Richard Arwood who indicates the award gave him a "…new dose of self-confidence regarding my writing skills." Or the award can give a whole new experience because it was the "first time in my life that I have been individually and publicly recognized for academic excellence" (Randy Reswig). Finally, Tom Alexander, who has the certificates on his wall, said, "…looking at them has a way of renewing my confidence."

Pride was reported by many laureates. An anonymous laureate (hereafter referred to as Anonymous) said he felt "…a great sense of professional pride." Ed Hayman said, "In a word, pride." Tom Alexander explained his pride, "Twice in my life I did something that was judged to be better than anyone else who tried. Regardless of who else knows, or cares, I know. I will carry it with me forever."

Julius Hales said, "It helped to be honored." David Harlow said it was a "…great honor." "The greatest honors I have received during my 24 years in the fire service," is how Tom Wood described it. Dawn Smith was "…honored to have my comments held in such esteem."

Making the phone call informing recipients they have received the award is one of my greatest pleasures and a total surprise to recipients. "The surprise was quite pleasant…," according to Randy Reswig. Dawn Smith said, "My heart jumped, I felt flushed, and a bit shaky…the wow effect." When she received a second award, the response was "…disbelief, your kidding, right? AGAIN?!?"

Once the recipients have been singled out and identified, some reported the negative impacts. Keith Brown indicated he was "…frightened that I would not be able to meet other's future expectations." Bill Sager said it was a "downer to realize that it wouldn't change the world." Dawn Smith reported insecurity, "was it [the research] really good enough for such recognition" and anxiety, "I had to PRESENT this thing?!?"

Social Reaction

Pride is the impact most reported by laureates. Family, friends, associates all share in the award. Mike Kuypers writes, "My wife was also very proud of this accomplishment." David Harlow said, "My parents probably received the biggest impact from my receiving the award. They were so proud to be able to come up to the NFA to see the facility and go to the dinner."

The social group also gives positive reinforcement to laureates by sharing the joy, happiness, and recognition. Kerry Koen said the award was "…recognition of team work at home." Richard Arwood said, "…my family was rewarded." "My wife was very happy to hear that I had received the Outstanding Research Award. Besides being very supportive in my career she knew that I had put a lot of effort into developing a quality research report and she was pleased that I was recognized for that work" (Bernard Dyer). John Hawkins talks about family, "My family, two sons of which are also firefighters, were elated and constantly commended me for the recognition." Curtis Varone adds, "I believe that the pride and sense of accomplishment that I felt on each occasion were shared by my family and friends." Finally, Ed Hayman brings the impact back to the

NFA, "It is the sense of respect from other EFO participants that made receipt of the award even more gratifying."

Dawn Smith captures the negative impacts of not living up to other's expectations can have when she explains:

> My third paper did not receive a grade of 4.0, so was not eligible for an award, and I was surprised to find that others, including my own family, had developed a heightened expectation of my performance. Not only did they assume I'd get a 4.0 grade, they also assumed my paper would be chosen again for an award. It was uncomfortable and awkward to face the disappointment of others when I felt their expectations for me had become unreasonably high.

Material Consequences

The composite themes related to the material consequences to the personal impact of receiving an EFO Outstanding Research Award are professionalism and symbolism. Professionalism is difficult to define. Tom Wood sums up one important impact when he said, "I am also proud to record the awards on my resume." Bernard Dyer believed it "…helped enhance my professional reputation within my department." For Curt Grieve it means money in his pocket, "…it has assisted me numerous times in being selected over other fire service consultants in today's competitive world." The award "…confirmed I am doing high caliber and worthwhile work" (Bernie Williams). Anonymous's statement captures the value of outstanding research, "The thought that others may use the research to benefit the safety and welfare of the people they serve was very rewarding." Lastly, many laureates also receive additional awards from their departments, local and State governments, and professional organizations.

Symbols are important; the American flag, the Moltese Cross, and the Fallen Firefighters Memorial all carry meaning and stand as constant reminders of what is important. Such a symbol was created in J Building hallway. The EFO Outstanding Research Award photo display has come to symbolize fire service excellence world wide. Dick Arwood sums it up, "…the photo on the wall is one of the greatest rewards to me."

Professional Impact

Self-Reaction

Professionalism is expressed in different ways by the laureates. Bill Sager stated that after reading his paper people "…would contact me and validate the conclusions that I had developed." Tom Alexander describes it this way, "…I believe [the awards] actually made me more professional…to be credible, I had to do my job in a manner befitting a national award winner." According to Mike Kyper, there is "…increased prestige both within and outside the organization that comes with the award." "A national award adds to one's professional credentials" (Kerry Koen).

There is a negative side. Dawn Smith writes, "…while I am flattered to receive such attention…I also sometimes find such attention adds to my stress level…"

Social Reaction

Outstanding Research Award laureates receive recognition from other groups in many forms. Curt Grieve writes, "Receiving the award not only brought a very visible amount of pride to the Board of Directors that I worked for but had the seemingly effect of them displaying a greater amount of confidence in my ability." The award brings attention to the research. Curt Varone, "…several high-ranking city officials have read both of my papers and have complimented me on them. Had the papers not received the awards, I doubt anyone (whether from the department or the city administration) would have read them."

The significance of the recognition depends on how the laureate views the group. Ed Hayman "...the recognition and sincere congratulation of my fire service friends throughout the country and State had the greatest impact. These are people I respect."

It must be a disappointment when others do not care about your excellent work. Richard Jioras, "I know that the award and the subject of the report passed unnoticed in our department." "...There was little departmental or community recognition or impact as no one knew nor seemed to care that I received the award." Finally, the Outstanding Research Award does not escape the green-eyed monster. Some of my peers make "...teasing remarks indicative of the fact that they are envious of my honor" (Richard Arwood).

Material Consequence

For Greg Gentleman there were two opportunities "...an immediate increase in visibility within the fire service community, and an increased recognition that a 'civilian' can actually have a positive impact within the fire service." For Bill Sager the award "...opened an opportunity to participate in course development at NFA and eventually to be an adjunct instructor." Another example is Randy Reiswig, as a result of the research and award, he "...was assigned as Kern County representative on the Board of Directors of the Southern California Association of Foresters and Fire Wardens." Finally, Leslie Bunte credits the award to his admission to graduate school:

> For three years prior to the award I sought admission to graduate level studies at the Lyndon B. Johnson School of Public Affairs at the University of Texas. Each

year I was rejected for admission and was seriously on the verge of not re-submitting an application. However, on my next application after winning the NFA EFO Outstanding Research Award, I was immediately selected for admission. With no changes to my GRE scores, I am very confident that notifying the LBJ School of this award along with the abstract of my research award definitely elevated the credentials of my application. I probably would not ever have had the opportunity to obtain a Master of Public Affairs degree from this prestigious graduate school had I not received the Outstanding Research Award from the National Fire Academy.

Tangible recognition by others brings credibility to the EFO Program and its laureates. Tom Wood was the Florida Fire Marshal's Association's Fire Marshal of the Year 1996, "I am certain that my 'Outstanding Research Award" had some influence in being chosen…" Anonymous said, "As a partial result of receiving the award, I received a management award from the jurisdiction where I work." The U.S. Congress is being made aware of NFA's EFO ARP and Outstanding Research Award. Steve Dalbey, "During the two weeks prior to the [EFO] Symposium and awards banquet, I was at the Academy for my third EFO course. During that time I was 'summoned' to Senator Grassley's office to be congratulated…and I met him." The research and the award can spark recognition from the private section. Julius Hales:

> The city of Sarasota and our Public Safety False Alarm Task Force won subsequent recognition for the project, as presented by the National Electrical Manufacturers Association and the International Association of Fire Chiefs' Operation Life Safety. Later, I was personally honored by the National Automatic

> Fire Alarm Association as the 1993 Man of the Year for my contributions to false alarm reduction research.

Finally, Kerry Koen sums up community recognition:

> It is a fairly basic human relations phenomenon – almost every community likes to feel that its fire-rescue department is the 'best,' and that the department's staff is also a source of pride. National awards and other recognition, give the community something tangible to point to affirm these feelings.

Outstanding Research Award laureates receive professional status which lasts over time. Seven years after receiving the award, Greg Gentleman still receives requests for his research, "It seemed to greatly increase my credibility, even on non-related issues. It gave me a host of additional contacts around the country and world from which to draw ideas and opinions in a wide variety of fire service issues." As an NFA instructor, Bernie Williams has "…had a number of students, as well as EFO classmates, ask me to review their EFO papers at the draft stage and provide feedback." Keith Brown believes the award helped secure his career position. "…All three of my [job] interviewers were EFOP graduates and may have viewed my research award as being indicative of traits and capabilities equivalent to the educational qualification they were seeking in the successful applicant." Mike Kuyper thinks it helped him get a pay raise. There is a connection between professionalism and publication. Craig Kampmier had his research published three times in the NFPA newsletter, a biomedical newspaper, and Journal of Applied Fire Science, a juried journal.

Does the research and award help foster change? It did in Sarasota, "…my research project evolved into the adoption and implementation of a comprehensive false alarm ordinance within the city of Sarasota" (Julius Hales). Tom Wood said,

> The accolades are wonderful; however, a deeper satisfaction comes from seeing the recommendation of my research accepted and implemented…My department had fire sprinkler heads installed in all our fire station kitchens. NFPA 13 Standards for the Installation of Sprinkler Systems 1996 Edition includes a new section, 4-15.4.6.2. NFPA 170 Standards for Fire Safety Symbols, 1996 Edition includes a new Chapter 6, "Symbols for Use in Pre-Incident Planning Sketches.

Finally, Randolf Reiswig is helping the California Wildland Coordinating Group develop "…policies and strategies to deal with wildland fire crises that annually threaten California."

There can be a down side to successful research and high profile recognition, as Curtis Varone learned:

> …One effect of receiving the award was to derail one of the City's options for downsizing the Fire Department. As you may recall, my research involved staffing, and more specifically, that staffing with four firefighters per apparatus significantly reduced the number and severity of injuries in Providence compared with three person staffing. As a result of the notoriety given to the research by virtue of the award, the City of Providence was not in a position to advocate reducing staffing back to three members as a means to save money. In this regard, it is conceivable (and some have made a point of telling me) that my

chances for promotion may have been damaged from a political perceptive, due to my research.

Organizational Impact

Self-Reaction

There was no identified theme among the laureates related to their self-reaction to the organizational impact. Greg Gentelmen does express the relationship between the award, the organization, and himself:

> I am proud to say that while I had my "day in the sun" after winning the award, I have had the pleasure and honor of working with many bright and highly motivated members of our department on other award winning projects over the past few years. While winning the Outstanding Research Award was a wonderful experience, it was actually the start of my career, not the end of it.

Ed Hayman simply said, "I consider it the epitome of my fire service career." David Harlow will take his award with him, "The EFO Program and the research award are kudos that I will hold onto until I decide to find a chief's job somewhere."

Social Reaction

Curtis Greive believes that the community expressed "…their pride in the department…and department members were excited about the award and were extremely positive about it." Bernie Williams said, "My chief was very impressed by the fact I received the award, and he forwarded copies of my paper to the city manager and the mayor." Tom Alexander hopes the award may inspire others "…to strive for excellence." John Koehler asked his chief what he thought the award meant. "His remarks were that it has set a standard for other participants from our agency to meet or exceed our awards becoming a benchmark of sorts."

The negative impacts are lack of recognition and jealousy (Kuyper, Harlow). For Curtis Varone "…the results of the research and subsequent awards has been to put me somewhat at odds with the firefighter union."

Material Consequence

Outstanding Research Awards enhance the reputation of the laureate's organization. Dawn Smith said, "…local officials are aware of the awards and have at times mentioned them in public meetings in reference to the quality and progressiveness of the department and the services they provide." This is true for Bernie Williams, "…The award helped us [the department] to publicly gain legitimacy, and credibility, and had some influence over council members in persuading them that the department was in fact being professionally managed and that a full audit review was not needed."

Tom Wood, "…my award and the many other honors bestowed on Boca Raton Fire Rescue Service confirm for the citizens of the community that they are getting the highest quality public service." Awards are good business. Kerry Koen, "…every achievement helps focus on the quality of life in a particular community, and these achievements may affirmatively influence a corporation or to individual to invest or re-invest in a community." The award can serve as a good defense. Curtis Varone writes,

> …I doubt my research would have even been given any consideration whatsoever by politicians and the media (who had been merciless in their attacks upon the department). Since I received the second award, the public attacks on the department by politicians and the media have ceased.

Laureates report the direct implementation of their research. Ed Hayman, "In January 1996, we passed a new ordinance that allow for Class A roofing assemblies only…I do not flatter myself that it (the paper) was a determining factor…it may have been considered." Bernard Dyer said,

> …the impact on my target audience, the volunteer system in the counties surrounding Philadelphia, has probably been nil…(because only) two communities decided to develop and implement written ICS guidelines for the volunteer fire companies. They asked me to help them implement a workable model and I also provided some training sessions.

In Providence, Rhode Island, the "…results of my research make it unlikely that the city, or even an arbitration, would agree to reduce staffing back to three members per apparatus" (Curtis Varone). The City of Sarasota Fire Department had a 30 percent reduction in false alarms the first year after the False Alarm Ordinance was implemented and a 10-15 percent per year decreases thereafter. The ordinance is being extended to the entire county covering an additional 300 square miles (Julius Hales). Finally, Randolf Reiswig explains how his research is affecting state and local fire protection policy, "The California Department of Forestry is presently developing proposals and incentives to include the objectives of their Vegetation Management Program (VMP) into the tactics and strategies on future wildland fires."

The two most negative material consequences to the research and the award are no use and misuse. The anonymous laureate said, "This is probably the most disappointing part of the story. I do not believe my department has used the research to benefit our citizens. We have not lost a life in a convenience store fire in a hundred years, but we still spend more time inspecting them in one week than we spend in a year promoting smoke detectors in private dwellings." Dave Harlow said,

> The organizational culture study was used by the union in their ongoing fight against the fire chief. Based upon information found in the study, and things taken out of context, they held a unanimous vote of no-confidence against the chief. They had no regrets in naming the source of their information as being from my research report.

Discussion

Comparison and Interpretation

The self-reaction to the personal impacts of receiving an EFO Outstanding Research Award are self-confidence, pride, honor, and surprise (Table 10). These impacts are similar to those felt by Nobel winners, such as self-assurance, gratification, and supreme achievement (Zuckerman, 1996). For Pulitzer Prize winners, Rothmyer (1991) identified highest professional honor and thrilled, which are again similar to EFO laureates. Some EFO laureates reported increased anxiety to live up to this performance level again. This self-imposed anxiety is also reported by Nobel and Pulitzer winners (Zuckerman, 1996; Larimer, 1992). This increased personal pressure can be a normal negative psychological effect to a positive outcome (Bandura, 1991).

This anxiety is also related to winners realizing others may have conducted work equal to theirs. Dawn Smith, "…was it (research) good enough for such an award?" Ed Hayman, "I was extremely proud of having my project even considered among the best." EFO students whose research is listed in the EFOP Selected Bibliography Applied Research Projects are similar to Nobel occupants of the forty-first chair. Zuckerman

(1996, p. 214) states, "that many are called and few chosen makes them (Nobel laureates) uneasy."

The social reaction to the personal impacts are pride and reinforcement (Table 10). Tom Alexander's thought, about doing something better than anyone else and carrying that experience forever, captures the essence of pride. This impact is akin to Nobel and Pulitzer winners feeling that their work is validated (Zuckerman, 1996; Rothmyer, 1991). EFO laureates get positive reinforcement from their social groups. Rothmyer (1991) and Zuckerman (1996) also report social group reinforcement for Pulitzer and Nobel winners. Dawn Smith feeling the "disappointment of others" when she did not receive two Outstanding Research Awards in a row is an example of the unrealistic social expectation winners can feel from their social groups (Bandura, 1991).

The material consequence to the personal impacts are professionalism and symbolism (Table 10). Although these are composite words I selected, they do capture the EFO laureates feeling about the research and the award (Table 3). The laureates response is understandable when the context of their research and award is related to the NFA. Deci and Ryan (1991) explain that the quality of the social prestige, in this case NFA, effects the behavior and feeling about self. The NFA represent fire service professionalism and the Outstanding Research Award photo display is an institutional example of fire service excellence. The connection to the institution presenting the award also relates to the Nobel and Pulitzer. Other awards in science and journalism give more money, but the Nobel is still the gold standard and the Pulitzer is still the highest professional honor (Zuckerman, 1996; Rothmyer, 1991).

Kerry Koen captured the essence of the professional impact of receiving the award under the self-reaction classification (Tables 10 & 4) when he said, "a national award adds to one's professional credentials." This reaction corresponds to Nobel winners being the scientific elite (Zuckerman 1996). For journalism the Pulitzer validates the discipline and helps make it a profession (Larimer 1992). The Outstanding Research Award is helping the fire service become more of a profession.

All the authors reviewed in regards to Nobel and Pulitzer winners (Zuckerman, 1996; Benowitz, 1995; Rothmyer, 1991; Larimer, 1992) agree that the winners receive significant social recognition, words like stardom and celebrity confirm this. NFA EFO laureates experience the same recognition, although on a lesser scale (Table 5). This impact is not surprising because Deci and Ryan (1991) remind us that "Human activity occurs within real or imagined social contexts" (p. 245). Deci and Ryan (1991) go on to point out the fact that a positive social context is needed for our overall development. Although no negative impact in the social reaction to the professional impact cell (Table 10) was identified, the negative themes should not be ignored (Table 5). If organizations present the attitude of not caring or valuing this type of achievement, regardless of the personalities involved, the fire service will be impeded from achieving professional status.

The material consequence associated with the professional impacts of receiving an Outstanding Research Award are opportunity, recognition, professional status, and change (Table 10). Nobel, Pulitzer, and EFO laureates share these common phenomenons. Producing award-winning work gives other groups permission to seek out the winner for advice, recognition, and professional association. Individuals and groups want to be connected to winners. The institutional quality (Deci & Ryan, 1991) of Nobel, Pulitzer, and NFA EFO Outstanding Research Awards encourage society to give these positive material consequences to laureates; by doing so, all parties are enhanced. Leslie Bunte being admitted to LBJ School of Public Affairs is an excellent example of these consequences. Stave Dalbey going to Senator Grassley's office illustrates that the U.S. Congress is not exempt from the "quality of the broader social context" (Deci & Ryan, 1991, p. 245) the EFO Outstanding Research Award is creating.

Having one's work actually cause change must be one of the most powerful impacts for any professional. Tom Wood sums it up when he said "…a deeper satisfaction comes from seeing the recommendations of my research accepted and implemented." Here again, although the EFO laureate's work is not on the same cultural level as a Nobel winner discovering DNA (Zuckerman, 1996) or a journalist's work beginning the ending of the Vietnam War (Rothmyer, 1991), the EFO laureate's work does matter on the local, state, and national levels for the fire service and the communities they represent.

Finally, researchers whose findings go against the status-quo have always been faced with possible retaliation. Galileo was threatened with torture when he said the sun was the center of our solar system, not the earth. Although we don't physically torture, having your promotion opportunities threatened, as Curtis Varone reports, is a bad consequence.

The fact that there is no identified impact in the organizational self-reaction cell (Table 10) may be the most disappointing finding of this study. This result does coincide with my previous organizational analysis and renewal experience, in which fire departments have poor award and recognition programs for their members. The lack of impact in this area communicates a devaluation of research and a devaluation of those who do research by the fire service discipline. Steve Dalbey clearly states this systemic problem when he writes, "In the fire service, there seems to be few tangible rewards for the work you do, particularly when it is paperwork. The heroics are performed on the line, not at the desk." Where would society be without scientific research and journalism? Society would not advance. The fire service will not advance until it embraces science and researchers. The fire service needs to adopt a positive culture toward research as the police service has (Harver, 1995).

Pride was identified under the social reaction to the organizational impact (Table 10), but it had a low frequency of 2 and only seven sub-categories (Table 8). This again may be a reflection of the value the fire service places on research. Annually, Firehouse magazine publishes the run survey (Roche & Campbell, 1996). The fire service brags about who has the busiest engine, truck, squad, and battalion chief. Are these the goals the fire service strives for? I have never seen a report on the most fire-safe community or the fire department in the country with the least number of fires. The EFO Outstanding Research Award is changing this fire service paradigm in some small way. John Koehler's fire chief said the EFO Outstanding Research Award "...has set a standard for other participants from our agency to meet or exceed our awards becoming a benchmark of sorts."

Universities, businesses, and countries all identify how many Nobel and Pulitzer laureates work for them, studied at them, or lived in them (Zuckerman, 1996; Rothmyer, 1991). NETC has a Nobel laureate's picture in the dining hall and he just visited

Emmitsburg for a few days. Fire departments do receive an enhanced reputation by having EFO laureates on their staff. Words like quality, legitimacy, credibility, and influence (Table 9) are how EFO laureates describe this impact. "...Those who judge themselves highly efficacious will expect favorable outcomes" (Bandura, 1991, p. 78) applies to organizations in general and fire departments.

Nobel and Pulitzer laureates have changed the world (Zuckerman, 1996; Rothmyer 1991; Larimer, 1992); but the individual at the community level most likely will not experience that impact directly or quickly. Whereas, a change in fire codes, installing sprinklers, or having four-person engines cause immediate citizen impacts (Table 9). From this standpoint, EFO laureates may exceed Nobel and Pulitzer laureates in their direct impact on services to the public.

Finally, although the no use and misuse of EFO laureates' research is only occasionally reported (Table 9), the fire service must not accept negativism toward research if the fire service is trying to join the ranks of professional disciplines.

Evaluation and Implications

The purpose of the National Fire Academy "...shall be to advance the professional development of fire service personnel..." (Fire Prevention and Control Act, 1974). All of the Academy's activities should be focused on achieving this purpose. The Executive Fire Officer Program, the Applied Research Program, and the Outstanding Research Award all contribute to this effort.

The proof of the effectiveness of the Outstanding Research Award program is the fact that the outcome classification with the most impacts is material consequence (Table

10). These types of material consequence impacts are exactly what Clinton and Gore (1997) are looking for to show efficient and effective government.

The Nobel Prize and the Pulitzer Prize are recognized by the scientific and journalism discipline as the highest symbol of their professionalism an individual can achieve. Society in general also equates Nobel and Pulitzer with excellence (Zuckerman, 1996; Benowitz, 1995; Rothmyer, 1991; Larimer, 1992). The EFO Outstanding Research Award has not achieved that level of recognition in the fire service or general population; further, it most likely never will. For a small number of fire service personnel the Outstanding Research Award has become the gold standard for the fire service discipline. The people who regard the award this way are the recipients, EFO students, laureate's organizations, local fire service community, and local community in general. Unfortunately, this view is not held by 100% of those listed, which is evident from the laureate's responses (Tables 1 through 10). The impact type that needs the most attention is organizational. With only 3 identified impacts it is the lowest (Table 10).

The importance of the organizational impact of the Outstanding Research Award is explained by Deci and Ryan (1991, p. 245):

> The quality of other's presence (whether actual or imagined), as well as the quality of the broader social context within which we interact with others, can have an important effect no only on our behavior but also on our feelings about ourselves and our overall development.

If the National Fire Academy wishes to remediate this problem, of low organizational impact, the Academy needs to create and implement a strategy to increase the value the nation's fire service puts on the award. Such a strategy would coincide with the U.S. Government's national performance review program by building on the best experience, raising the spirit of the workforce, investing in human capital, and measure and publicize results (Clinton & Gore, 1997). When the EFO Outstanding Research Award is on the same level with the Fallen Firefighter Memorial and the Firehouse magazine run survey the fire service will have made, with the help of NFA, another significant professional paradigm shift.

Recommendations

The result of the study illustrates the need for the National Fire Academy to address the organizational impact of receiving an EFO Outstanding Research Award because this area has the fewest reported impacts by laureates. To increase the organizational value of the award, the Academy can increase the award's visibility and credibility.

The first recommendation to increase the Outstanding Research Award visibility is to publish articles on the laureates and their research each year. These articles may be written by appropriate National Fire Academy Program Chairs and published in national fire service magazines. The second recommendation is to develop and distribute a press kit to Outstanding Research Award laureates to use in their local jurisdiction. The press kit can be developed by the Federal Emergency Management Agency's Public Affairs Office and should reflect the Agency's commitment to the award.

To increase the credibility of the ARP Outstanding Research Award, the President of the United States and the United States Congress need to officially recognize the award and acknowledge the laureates. Annually the National Fire Academy should prepare, for the President's signature, a congratulatory letter to each Outstanding Research Award laureate. A similar letter should come from the laureate's Senators and Representative. The Federal Emergency Management Agency's Office of Congressional Affairs can coordinate this activity.

These recommendations should be implemented for 1998, which will be the 10th anniversary of the Executive Fire Officer Graduate Symposium. These recommendations are new initiatives for NFA; as such, they represent a positive change in what the Academy does to promote the award. More importantly, the actions may improve the organizational impact of receiving an EFO ARP Outstanding Research Award. If this occurs, the professionalism of the fire service will be increased and the National Fire Academy will once again strive to achieve its purpose.

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Appendix A

Outstanding Research Award Winners

Hawkins, John. California Department of Forestry and Fire Protection. Oroville, California. **Using Volunteers in Prevention: A Unique Approach by the California Department of Forestry and Fire Protection**. 1989.

Alexander, Thomas. Kettering Fire Department. Kettering, Ohio. **Development of an Objective Selection Process for Volunteer Company Officers**. June 1989.

Dyer, Bernard. Philadelphia Fire Department. Philadelphia, Pennsylvania. **The Incident Command System and the Volunteer Fire Service**. September 1989.

Gentlemen, Greg. City of Orlando Fire Department. Orlando, Florida. **The Legal and Cultural Implications of Developing Fire Department Policy Involving Pregnant Firefighters**. September 1989.

Jioras, Richard J. Los Angeles City Fire Department. Los Angeles, California. **Justification for Drug Standards for Entrance Level Firefighters**. December 1989.

Koen, Kerry B. Delray Beach Fire Department. Delray Beach, Florida. **Planning a Successful Municipal Bond Issue for Fire Protection and Other Purposes. An Example of Community Leadership**. December 1989.

Andrews, Robert C. Refinery Terminal Fire Company. Corpus Christi, Texas. **A Study to Determine the Feasibility for Utilizing the Incident Command System as Adopted by the National Fire Academy for the Command and Control of Resources at Emergency Incidents at Refining and Petrochemical Facilities in Corpus Christi, Texas**. June 1990.

Parks, Charles A. Anne Arundel Fire Department. Anne Arundel County, Maryland. **Smoke Detectors Compliance in Single Family Dwellings**. November 1990.

Smith, Dawn M. Pike Township Fire Department. Indianapolis, Indiana. **Support of Disaster Operations Through a Dependent Care Program**. February 1991.

Halas, Julius E. City of Sarasota Department of Fire-Rescue. Sarasota, Florida. **A Comprehensive Approach to Solving the False Alarm Problem**. April 1991.

Arwood, M.P.A., Richard B. Memphis Fire Department. Memphis, Tennessee **Selection and Utilization of Diagnostic Leadership Instrumentation to Assist in Stimulating Positive Organizational Change.** August 1991.

Koehler, John T. Florida Division of Forestry. Orlando, Florida. **The Use of Prescribed Burning as a Wildlife Prevention Tool**. September 1991.

Sager, William. California Department of Forestry and Fire Protection. Oroville, California. **Examining a Commitment to Fire Prevention: A Study of the Correlation Between Fire Prevention Attitudes and Training and Orientation in Prevention**. November 1991.

Grieve, Curt T. Florin Fire Protection District. Florin, California. **Physical Fitness for the Fire Service do we Care About the Subject?** December 1991.

Alexander, Thomas. Kettering Fire Department. Kettering, Ohio. **Leaders as Role Models – The Influence of Leader Role Models on Personnel Behavior and Development**. April 1992.

Wood, Thomas R. Boca Raton Fire Department. Boca Raton, Florida. **A Study of Structure Fires and Fire Sprinkler Systems in U.S. Fire Stations**. May 1992.

Hayman, Ed. San Miguel Consolidated Fire Protection District. Spring Valley, California. **Wood Shake Shingles...The 800 Year Old Problem**. August 1992.

Smith, Dawn M. Pike Township Fire Department. Indianapolis, Indiana. **Correlation of a Physical Fitness Evaluation Test to a Selection of Firefiighting Tasks**. January 1993.

Brown, A. Keith. Silverthorne Fire Department. Silverthorne, Colorado. **Service Quality Evaluation of the Silverthorne, Colorado, Fire Protection District.** April 1993.

Wood, Thomas R. Boca Raton Fire Department. Boca Raton, Florida. **A Study of Backflow Prevention and Fire Sprinkler Systems**. June 1993.

Reiswig, Randy J. Kern County Fire Department. Bakersfield, California. **Tejon Ranch Wildland Pre-Fire Plan**. July 1993.

Bunte, Jr., Leslie W. Georgetown Fire Department. Georgetown, Texas. **Contamination and Cleanliness Levels of Personal Protective Clothing Used for Structural Fire Fighting**. September 1993.

Brown, A. Keith. Lake Dillon Fire Authority. Silverthorne, Colorado. **Structure Triage During Wildland/Urban Interface/Intermix Fires**. February 1994.

Dalbey, Steven. Muscatine Fire Department. Muscatine, Iowa. **Cognitive Development Considerations in Preschool Fire Safety Education.** April 1994.

Harlow, T. David. Fairborn Fire Department. Fairborn, Ohio. **Defining the Organizational Culture of the Fairborn Fire Department**. July 1994.

Varone, J.D. Curtis. Providence Fire Department. Providence, Rhode Island. **Providence Fire Department Staffing Study**. November 1994.

Kampmier, Craig H. Swansea Fire Department. Swansea, Massachusetts. **Evaluation of a Mitigation Procedure for Small Liquid Oxygen (LOX) Spills**. March 1995.

Williams, Ph.D., Bernard E. Edmonton Emergency Response Department. Alberta, Canada. **Development of a Strategy for Conflict Management During Fire/EMS Department Amalgamation**. May 1995.

Wood, Thomas R. Boca Raton Fire Department. Boca Raton, Florida. **A Study of Standby Water Fees/User Fees for Fire Sprinkler System Connections to Water Mains**. July 1995.

Varone, J.D. Curtis. Providence Fire Department. Providence, Rhode Island. **Providence Fire Department Staffing Study Revisisted**. August 1995.

Kuypers, Mike. Florida Division of Forestry. **A Marketing Strategy for Wildland Fuel Reduction in Palm Coast, Florida**. October 1995.

Appendix B

Potter's Qualitative Research Templates

TABLE 3.3
Foundational Issues

Issue I: Ontology

Key Question: Does the author regard the phenomenon to exist apart from humans' perceptions of it?

Alternative Answers:

1. Radical Materialism: There is a material world apart from a person's perceptions. There is no nonmaterial world (if it can't be observed, it does not exist).
2. Dialectic Materialism: This is the belief that there is a material reality but that it is constantly changing.
3. Actional Idealism: Humans are believed to be active agents who possess goals and have the capacity to choose goal-maximizing actions. Humans are regarded as being subject to situational and social forces that they cannot control, but they are also subject to their own choice-making behavior.
4. Idiographic Idealism: There is an external reality that is very complex and dynamic; it varies substantially across individuals and across time. There is a material and nonmaterial reality. The nonmaterial reality is very complex and dynamic, because it varies substantially across individuals and across time. The perception of meaning making is very sensitive to context and changes substantially across contexts.
5. Solipsism: There is no reality external to the researcher; the research creates everything through perceptions, and these perceptions are the only reality.

Issue II: Epistemology

Key Question: To what degree are humans limited from knowing (making meaning about) the phenomenon?

Alternative Answers:

1. Objective: Researchers can approach an objective interpretation through the use of systematic methods.
2. Intersubjectivity: Researchers can never be purely objective, but they can demonstrate that people share interpretations.
3. Pure subjectivity: It is not possible to be objective, and qualitative researchers can only provide their own idiographic, subjective interpretations.

Issue III: Axioms

Key Question: What are the key assumptions underlying the qualitative approach?

Alternative Answers:

1. Phenomenology: Researchers should not have preconceived notions about the phenomenon, but keep themselves open to the experience fully.
2. Interpretive: Researchers should strive to see the situation from the perspective of the other.
3. Hermeneutics: Research is a never-ending process of observing an instance and interpreting it in terms of a context that is itself a construction of instances.
4. Naturalism: Researchers need to go to the phenomenon and experience it in its natural undisturbed state
5. Humanistic studies: The focus is on language as a demonstration of meaning and this language must be interpreted in cultural and historical contexts.

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TABLE 6.1
Nature of Qualitative Evidence

1 Type of Evidence

Key Question: What does the researcher believe to be the nature of evidence?

Alternative Answers:

(1) Researcher construction: The phenomenon of interest is unknowable through empirical means, therefore all research must be a subjective interpretation of the researcher.
(2) Subjective valuing: There are tangible, material artifacts that reflect the phenomenon of interest, but each researcher has his or her own subjective manner for valuing each bit of evidence.
(3) Contingent accuracy: Empirical evidence is important and valued. It is checked for accuracy.

2 Level of Evidence

Key Question: At what level does the researcher feel the evidence is best gathered?

Alternative Answers:

(1) Micro: When examining audiences, evidence is gathered from people, one person at a time. When the focus of the research is texts, the evidence is from very small units, such as scenes within individual shows.
(2) Mid: When examining audiences, evidence is gathered from groups of people; includes observations of individual and group dynamics. With the focus on texts, the evidence is from units such as series of television shows.
(3) Macro: When examining audiences, evidence is aggregated patterns of exposure or public opinion in general. When the focus is texts, evidence is on genres or all messages in a medium. With institution-focused research, the evidence is from large-scale structures such as organizations and institutions.

3 Numerical Evidence

Key Question: Does the researcher allow for enumeration?

Alternative Answers:

(1) No numbers are used.
(2) Numbers are used but no ennumeration: Numbers that refer to real mathematic properties (dates, ages, quantities, monetary figures, etc.) are used, but no translations are made of qualities into quantities.
(3) Enumeration: Qualities (such as motives, attitudes, etc.) are translated into numbers.

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TABLE 7.1
The Template for Issues of Data Gathering

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1 Types of Data Gathering

Key Question: What methods of gathering data are available to the qualitative researcher?

Alternative Answers:

(1) Document Examination
(2) Interviewing
(3) Observation

---

2 Researcher Identification

Key Question: To what extent does the researcher identify himself or herself?

Alternative Answers:

(1) Unidentified: No one in the situation knows the researcher is there to gather data (examples: watching people in a crowded public park; reading a text).
(2) Identified as a Member of the Group: People are aware of the presence of the researcher as a person, but do not know he or she is there to gather data.
(3) Identified as a Researcher: People regard the researcher as an outsider (nonmember of the group) who is there only to gather data.
(4) Identified as a Group Member and a Researcher: People accept researcher as a group member even knowing that he or she is there to gather data.

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3 Researcher Activity

Key Question: How active does the researcher feel he or she should be?

Alternative Answers:

(1) Passive Observer: The researcher's presence is known (as a researcher) but relatively ignored by those who are being observed; it has some, but little effect on those being observed (example: students hang out in the home of a family to observe them watching television).
(2) Active Observer: The researcher remains active (such as asking questions) so that the research subjects cannot forget the intruder is there for a different purpose than they are.
(3) Active Participant: The researcher continually engages in behavior to alter the situation so as to find out what the reaction of the people will be (example: taking the television set out of the home then observing what the family does).

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4 Sampling

Key Question: How does the researcher select evidence?

Alternative Answers:

(1) No information on evidence selection.
(2) Some information provided; selection usually based on convenience.
(3) Argument for representative sample.
(4) Population study.

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5 Collaboration

Key Question: To what extent do others work with the researcher in gathering the data?

Alternative Answers:

(1) No collaboration; all evidence is gathered by the author.
(2) Collaboration among researchers; evidence gathering is shared by more than one researcher.
(3) Collaboration of researcher with subjects; subjects become partners with the researcher(s) in the evidence gathering.

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6 Length of Data Gathering

Key Question: For how long does the researcher believe he or she should maintain contact with sources of evidence?

a. What is the span of the total data-gathering effort from first observation/interview to last?
b. What is the amount of contact during each observation/interview session?

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TABLE 8.1
Template for Analysis Issues

Issue 1 Expectations

Key Question: To what extent do expectations for findings guide the selection of evidence?

Alternative Answers:

(1) A Priori Expectations: The researchers have set out a very clear goal for what data they need. With social science, theory and hypotheses are a clear guide. Also, ideologies serve as a priori guides.

(2) Emerging Expectations: No beginning expectations, but as researchers gather data, they become more focused on searching for certain data and ignoring other data.

Issue 2: Process of Analysis

Key Question: To what extent does the researcher illuminate the process of using the evidence to construct arguments/findings for the written report?

Alternative Answers:

(1) Authors describe the steps taken in analyzing the data, that is, the step between data gathering and presenting the report.

(2) Authors do *not* describe the steps used in analyzing their data.

Issue 3 Conceptual Leverage

Key Question: To what extent does the research extend his or her arguments/findings beyond reporting on the elements of evidence into a general conceptual level?

Alternative Answers:

(1) None: No attempt to move beyond describing the literal events in the data. The reporting is limited to description of the actual data themselves.

(2) Low Level: The researcher constructs patterns (through his or her own processes of inference) to make sense of the literal data.

(3) High Level: Inferring a connection to an a priori construction such as a theory or ideology

Issue 4 Generalizability

Key Question: To what extent does the researcher attempt to use his or her evidence to generalize?

Alternative Answers:

(1) No Generalizations: Researchers only present data or patterns about their observed subjects during the times and places they were observed.

(2) Generalization: Researchers exhibit a large move from data to conclusion. The largeness in the degree can be due to the very small size of the sample or the very broad nature of the conclusions.

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TABLE 11.1
The Template for Analysis Issues

Issue 1 Form of Expression

Key Question: What does the researcher use as a form of expression?

Alternative Answers:

(1) Interpretive realist tale: The author exhibits interpretive omnipotence, which is a no-nonsense manner of presenting representations and accounts as the final word about how the culture is to be interpreted.

(2) Mainstream realist tale: Using a journalistic style, the author tries to stay out of the way and let the multiple voices of the subjects speak for themselves.

(3) Critical tale: The author shows a problem and argues for a particular solution.

(4) Confessional tale: The focus is far more on the researcher than on the culture studied. This tale uses the first person where events are presented intimately from the fieldworker's point of view, and mistakes are related as well as successes.

(5) Literary tale: A novelist's sense of narration brings alive the culture in its concrete characterizations and dramatic tension in the flow of events. The author is trying to show what happened rather than tell about it.

Issue 2 Locus of Argument

Key Question: Where does the researcher place the locus of his or her argument?

Alternative Answers:

(1) Ethos: The authority or expertise of the author/researcher. ("You should believe these findings because I say so.")

(2) Logos: The logic of the argument or presentation. The focus is on structuring the facts in an orderly manner to convince the reader that this interpretation is the best explanation. There is the use of logic, if-then statements, syllogisms, and so on.

(3) Evidence: The focus is on the facts themselves. ("Look: The instances speak for themselves; I just need to show you what I saw.")

(4) Pathos: The presentation is designed to appeal primarily to the emotions, especially anger. ("The cultural elite are very selfish and this is causing problems that you should be upset about.") These articles have the feel of a sermon or lecture of a parent to a child (designed to make us feel guilty, angry, etc., and want to do something to change).

Issue 3 Contextualization

Key Question: To what extent does the researcher contextualize the evidence?

Alternative Answers:

(1) Strong contextualization: Authors provide a great deal of description of the context of the phenomenon about which they are writing; this context is then illuminated as the basis for their interpretations of meaning.

(2) Low degree of contextualization: Authors provide some description of contexts, however there are some obvious contexts ignored or the author's interpretations/conclusions are not well grounded in the descriptions of context provided.

(3) No contextualization.

Issue 4 Self-Reflexivity

Key Question:

Alternative Answers:

(1) None: The author presents no self-reflexivity. This would be characterized by no disclosure about the decisions he or she made.

(2) Low level of self-reflexivity: The author describes some of the basic decisions such as selection of some evidence or the shortcomings of the data.

(3) High level of self-reflexivity: The author opens up the whole process of decision making for view by the reader. The author presents shortcomings and second thoughts.

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TABLE 9.1
The Template for Methods of Analysis

Orienting Methods
1. Semiotics/semiology 2. Discourse analysis 3. Narrative analysis 4. Genre analysis 5. Dialogic analysis 6. Historical analysis
Construction Methods: Deductive
1. Marxist analysis 2. Feminist analysis 3. Psychoanalytical analysis 4. Postmodern analysis 5. Myth analysis 6. Hypothesis testing
Construction Methods: Inductive
1. Grounded theory 2. Triangulation 3. Maximizing comparisons 4. Sensitized concepts 5. Thick description
Other Methods of Construction
1. Analytical induction 2. Negative case analysis 3. Retroduction

TABLE 10.1
Issues of Purpose and Standards of Quality

Issue: Purpose

Key Question: What is the author's view about the purpose of qualitative research?

Alternative Answers:

1. Description: The researcher is limited to describing occurrences without making any inferences.
2. Interpretation: The researcher moves beyond literal description and groups occurrences (of behaviors or textual elements) into patterns. These patterns are the researcher's interpretations; they are created to make sense or organize the individual points of data. In this interpretive process, the researcher develops contexts for interpretation.
3. Explanation: The researcher constructs general explanations about human behavior or cultural development. In this explanation, the researcher moves beyond the data to talk about more general patterns.
4. Criticism: The researcher develops a central, predominant judgment concerning the value of some media work or concerning the value of some controlling mechanism in society that determines the production and meaning of its messages. In the first case, the research usually follows the conventions of literary criticism, in the second case, an ideology is usually used to frame the arguments.
5. Action Advocacy: The researcher argues that there is a problem that needs a remedy; he or she advocates a course of action to remedy the identified problem.

TABLE 12.1
Issues of Purpose and Standards of Quality

Issue: Internal Quality

Key Question: What, if anything, does the researcher do to convince the reader of the internal quality, that is, the quality of the evidence and analysis?

Alternative Answers:

(1) Researchers talk about confirming their data or conclusions by remeasuring people or triangulation, and so on.

(2) Eschews the need for validity. The concept of validity is alien to the idea of this type of research.

(3) No attention to making a case for internal quality.

Issue: External Quality

Key Question: What, if anything, does the researcher do to convince the reader of the external quality, that is, the quality of the argument/findings?

Alternative Answers:

(1) Researchers attempt to make a case for the quality of their conclusions by justifying their constructions and/or generalizations.

(2) Eschews the need for validity. The concept of validity is alien to the idea of this type of research.

(3) No attention to making a case for external quality.

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Appendix C

Letter Sent
11/24/96

Dear

I finally made it... I am an EFO Student! Now I have to do those darn research projects. I'm working on number three and need your help. The title of the project is "Personal, Professional, and Organizational Impact of Receiving the NFA EFO Outstanding Research Award". My study population is you and the other 24 winners. Your cooperation is greatly appreciated. There are three questions I would like you to answer. Response to any or all questions is Voluntary.

1. What personal (you, family, friend) impact did receiving the award have on you?

2. What professional (internal and external to your department and community) impact did receiving the award have on you?

3. What organizational impact did receiving the award have on your department and community?

These are essay questions. Please limit your response to one typed page (you may single space) per question.

I have enclosed the dictionary definition of *impact*, we are using number two, and the definition of *effect* so there can be clarity to the questions. You may decide if you want your responses and organization to remain anonymous. A release form is enclosed. I would like your responses by December 31, 1996 or before.

This is a major task I am asking of you. If you can not respond I will understand and there will be NO personal or professional negative feeling from me, because I know you are extremely busy.

If the number of responses are sufficient, I plan to present the paper at the 97 EFO Graduate Symposium and publish the results. I believe the project will benefit the EFO program, research, and fire service professionalism.

Thank you for your time and assistance. If you have any questions please call me at 301-447-1069 office 301-829-0767 home.

Sincerely,

Burton A. Clark, Ed.D.
Chair, Management Science
National Fire Academy
16825 South Setoff Ave.
Emmitsburg, MD 21727

im·pact (ĭm′păkt′) *n.* **1.** The striking of one body against another; a collision. **2.** The effect of one thing upon another.

ef·fect (ĭ-fĕkt′) *n.* **1.** Something brought about by a cause or agent; result: *"Fortunately in England, at any rate, education produces no effect whatsoever."* (Oscar Wilde). **2.** The way in which something acts upon or influences an object: *the effect of a drug on the nervous system.* **3.** The final or comprehensive result; an outcome. **4.** The power or capacity to achieve the desired result; efficacy; influence. **5.** The condition of being in full force or execution; being; realization: *come into effect tomorrow.* **6. a.** An artistic technique or element that produces a specific impression or supports a general design or intention. Often used in the plural with regard to audiovisual techniques: *The effectiveness of this animated cartoon depends on special effects.* **b.** The impression produced by an artifice or manner of presentation: *She cries just for effect.* **7.** The basic meaning or tendency of something said or written; purport: *He said he approved, or something to that effect.* **—in effect. 1.** In fact; actually. **2.** In essence; virtually. **3.** In active force; in operation. **—take effect.** To become operative; gain active force. —*tr.v.* **effected, -fecting, -fects. 1.** To produce as a result; cause to occur; bring about: *"If he is taught to fear and tremble, enough has been effected."* (De Quincey). **2.** To execute; make: *"important change of ancient custom can only be effected by Act of Parliament"* (Winston Churchill). —See Synonyms at **perform.** —See Usage note at **affect.** [Middle English, from Old French, from Latin *effectus,* past participle of *efficere,* to accomplish, perform, work out : *ex-,* out + *facere,* to do (see **dhē-¹** in Appendix*).] **—ef·fect′er** *n.* **—ef·fect′i·ble** *adj.*

Synonyms: *effect, consequence, result, outcome, upshot, sequel, consummation.* These nouns denote occurrences, situations, or conditions that are traceable to something antecedent. An *effect* is that which is produced by the action of an agent or cause and follows it in time, either immediately or shortly. A *consequence* also follows the action of an agent and is traceable to it, but the relationship between them is less sharply definable and less immediate than that between a cause and its effect. A *result* is an effect, or the last in a series of effects, that follows a cause and that is viewed as the end product of the operation of the cause. An *outcome* is a result that has clear definition; the term is even stronger than *result* in implying finality, and may suggest operation of a cause over a relatively long period. An *upshot* is a decisive result, often arrived at abruptly or in the nature of a climax. A *sequel* is a logical but relatively long-range consequence of an antecedent action. *Consummation* refers to the final, decisive stage of an action directed toward achievement of a specific end.

Please Return With Your Response

PERMISSION FORM

I give permission to Dr. Burton A. Clark to quote me and refer to my community and organization in his research project titled "Personal, Professional, and Organizational Impact of Receiving an NFA EFO Outstanding Research Award". This information can also be used in any additional published or oral presentations of his research.

____
print your name

____
sign your name and date

ANONYMOUS FORM

I must remain anonymous, my organizations and community can not be identified in Dr. Burton A. Clark's research project titled "Personal, Professional, and Organizational Impact of Receiving an NFA EFO Outstanding Research Award". This information must also remain anonymous in any additional published or oral presentations of his research.

____
print your name

____
Sign your name and date

Appendix D

Text Analysis of Responses

m= material consequence
c = social reaction
s = self-reaction
- = negative

Subject 1

Question 1:

	receiving the award was akin to the comet that broke up and hit Jupiter
s	disbelief
s	my heart jumped, I felt flushed, and a bit shaky – the WOW effect
s	pride and validation
-s	insecurity
s	excitement
c	pride of my family and close associates
c	surprised at the number and sources of congratulations
c	people sought me out
m	[people] regard my opinions and comments more highly than I would consider them
s	honored to have my comments held in such esteem…very nervous
s	initially unsettling and somewhat unpleasant, but ultimately humbling and a postive learning experience
-c	[people] developed a heightened expectation of my performance… uncomfortable and awkward to face the disappointment of others when I felt their expectations had become unreasonably high

Question 2:

m	enhanced recognition
m	request for information
m	request to speak…and visit
m	requested to confer with other chiefs and government officials
-s	so much attention…adds to my stress level
-m	difficult to respond to [requests]
m	expanded network of contacts

Question 3:

m	[FD] enhanced recognition within fire service community
c	our firefighters [get asked about the research]

m	[people say], "I met this person who saw your picture at the NFA and wanted me to say 'hi.'"
	[the city] has not been impacted
-m	media never picked up on the [news] releases
c	local officials…mentioned them [awards] in public meetings in reference to the quality and professionalism of the department and the services we provide
m	positive influence on the general image of the department within the community

Subject 2

Question 1:

s	great deal of pride
s	demonstrated that I had the skills
s	generated a self confidence

Question 2:

	there was no professional impact
-m	was not even placed in my personnel folder
-m	never any public recognition
m	members of the [FD] have returned from [NFA] and expressed surprise that my picture appeared on the wall
-c	the award and…report passed unnoticed in our department

Question 3:

	there was no impact
-m	department never recognized the award
-s	flatly just didn't care [about the report]
m	the self confidence I gained…allowed me to produce a number of reports which were better…

Subject 3

Question 1:

s	I never believed that my skills were those that could be recognized as exemplary among a national sample
s	humbled and honored
c	my family was rewarded
c	friends…were happy for me
m	[EFO students] sought me out as an advisor…and proofreader
m	the photo on the hall [is] one of the greatest rewards to me
s	new dose of self confidence regarding my writing skills

m	encouraged to submit article to publishers

Question 2:

-c	not become aware of any
-c	a few remarks…by FD peers…usually teasing…they are envious of my honor

Question 3:

	no widespread organizational impact
m	I utilized some [of the research] with my…staff

Subject 4

Question 1:

s	high point of my career
s	in the top ten events…in my life
c	pride [family & friends]
m	powerful motivators
m	symbols of my potential
s	looking at them has a way of renewing my confidence
s	twice in my life I did something that was judged to be better than anyone else who tried. Regardless of who else knows, or cares, I know. I will carry it with me forever.

Question 2:

s	made me feel more professional
m	actively made me more professional…how I do my job and how others perceive me in doing my job
s	high points of my career
m	nothing else…mattered…in generating a sense of achievement or gaining recognition
m	those two rather innocuous looking pieces of paper were tangible evidence that I was good
c	created a new level of expectations people had of me
m	to be more credible, I had to do my job in a manner befitting a national winner
m	brought me to the attention of people at the top of city government
m	establishing my capabilities and reputation
s	definite career boost
m	good will to my name
m	[made] me known in important circles

Question 3:

m	[good] publicity…FD and city…reflected well
c	reinforced their [city and FD] good reputation and giving their employees a reason to be proud
c	inspired [others] to strive for excellence

Subject 5

Question 1:

c	I seemed to have achieved their [parents] acceptance and approval [of my professional ability]
c	[family has] a very strong sense of pride
c	support [from colleagues] that is humbling
s	I did it right
s	confidence
s	self-esteem
c	accepted for proving one's self

Question 2:

m	abstract published
m	article written for juried journal

Question 3: none

m	employee publicized
m	inquiry and interest in NFA by half-dozen FD members

Subject 6

Question 1:

s	meant a great deal to me
s	pride
c	sense of accomplishment [feelings shared by family and friends]
m	valuable learning experience
m	made me want to try harder in subsequent years

Question 2:

m	undoubtedly enhanced my professional image
m	provided credibility for the subject matter of the research, as well as the conclusions drawn

m	[gave] credibility to other projects that I have been involved in
m	I have been sought out on a regular basis by other EFO students for advise on writing research papers
-m	my chances for promotion may have been damaged from a political perspective, due to my research
c	city officials have read both of my papers and have complimented me on them
c	despite the possible political fall-out, the fire chief and department administration seemed genuinely appreciative of the research

Question 3:

m	the greatest impact…has been in the department…[maintaining staffing levels]
m	Since I received the…award, the public attacks on the department by politicians and the media have ceased
-c	research…and award has…put me somewhat at odds with firefighter union

Subject 7

Question 1:

s	elated
-s	frightened that I would not be able to meet others' future expectations
s	given me a heightened sense of self value and worthiness

Question 2:

m	helped me secure my current career position
m	I became a sounding board and unwilling ombudsman for a number of EFO participants with complaints about the…program as far as the grade they received
m	there is a price to pay for "fame"…having your picture on the wall

Question 3:

m	[the FD] took appropriate [public relations] advantage of the news
m	Board of Directors officially recognized my award
m	the main organizational impacts were from the conclusions and recommendations of the research

Subject 8

Question 1:

s	meant a great deal to me
s	pride
s	personal satisfaction
s	completely renews your self confidence
s	I was extremely surprised
s	extremely humbling
m	I proudly identify the receipt of the award on my research
m	it has assisted me numerous times in being selected over other fire consultants in today's competitive world

Question 2:

m	significant impact professionally during my tenure as fire chief
m	it continues to set me apart from other fire consultants as the private sector appears to have a distinct
c	very visible amount of pride to the Board of Directors
m	[Board of Directors] displaying a great amount of confidence in my ability
m	duties…expanded [into non-traditional areas]
c	my peers recognized the award as a significant achievement
m	increased the amount of influence I had on other fire service issues at both local and state levels

Question 3:

-m	news regarding the award was somewhat hit and miss
c	I sensed that they [the community] were expressing their pride in the department
m	they [the community] have come to expect a high level of accomplishment from members individually and collectively
c	department members were excited…extremely positive about it
-m	there were some serious ongoing labor/management issues at hand and any positive spin for the department or management simply increased tension.

Subject 9

Question 1:

s	I was thrilled to have my paper chosen
s	it was very gratifying to have been selected
m	deluged with calls, notes, and letters of congratulations [from around the country and the world, some even today years later]
c	my family…[was] very proud

s	the award was very meaningful
m	it was especially gratifying to know that I was able to make a contribution to the fire service
c	I received a great deal of positive reinforcement

Question 2:

m	immediate increase in visibility…in the fire service
m	increased my credibility, even on non-related issues
m	additional contacts around the country and world
c	city's top administrators...offered their congratulations
m	positive impact on their perception of my work
m	asked to do [other work] for the mayor and other city administrators
m	lead to opportunities to talk to them [city leaders] about the need of the fire department
m	became an unpaid "consultant" on several other NFA EFO papers
s	a bit of an ego boost
s	allowed me to learn a lot more about my subject

Question 3:

m	a contribution toward the already-positive reputation of the organization
m	winning a national award is always good for the department within the city government
s	proud…I had my "day in the sun"
s	while winning the Outstanding Research Award was a wonderful experience, it was actually the start of my career, not the end of it

Subject 10

Question 1:

s	significant to me
c	considered by others to be important
s	great sense of professional pride
m	The thought that others may use the research to benefit the safety and welfare of the people they serve was very rewarding
c	all of us seek…acceptance and respect of our peers…that is exactly what I felt
c	They [EFO students] are the best of the best, and to know for one brief moment that I was included in that company was personally fulfilling

Question 2:

m	I received a management award
m	it also played an important part in my next promotion

Question 3:

-m	I do not believe my department has used the research to benefit our citizens

Subject 11

Question 1:

s	I was very elated and proud
s	impact on me was honor and surprise
c	[my two firefighter sons] were elated and constantly commended me
m	friends…observed my photo…complimented me on my honor
m	the award is listed as a personal accomplishment on my resume

Question 2:

m	drove me to be a better leader
-c	there was little departmental or community recognition
-c	no one knew nor seemed to care
c	other…departments recognized me [more] than did my own department

Question 3:

-c	my department…does no recognize the value of the NFA

Subject 12

Question 1:

c	impacted my understanding and appreciation of my family
c	affected my perspective on children
s	it was as meaningful as any recognition I have received
s	satisfaction…having my project chosen
m	to be rewarded tangibly by the NFA for something that was so meaningful for me any way was "icing on the cake"

Question 2:

m	I was summoned to [my U.S. Senator's] office to be congratulated
s	one of my most positive personal experiences

Question 3:

m	[gave copies to teachers and firefighters] I don't know that there was or is any [organizational impact]

Subject 13

Question 1:

s	helped affirm my self-confidence and sense of self-worth
s	made me very proud
m	confirmed I am doing high caliber and worthwhile [work]
s	sense of pride and feeling of accomplishment
c	demonstrated my ability to compete in a big pond

Question 2:

m	increased my profile and exposure
m	numerous calls asking for my research paper…from chiefs, rank and file, labor group, classmates, large national consulting firm
m	helped with my personal and professional credibility
c	enhances my ability to gain acceptance
c	NFA students tend to be impressed
m	classmates ask me to review their EFO papers

Question 3:

c	my chief was impressed
m	city council recognized me at a meeting. After the meeting the chief manager and fire chief both marveled at the fact that I was recognized for my research on the very same day that the department was being criticized and the unions were attempting to have an audit conducted…the motion was defeated
m	helped the fire department publicity gain legitimacy and credibility, and some influence over Council

Subject 14

Question 1:

s	for a word, pride
c	it is this sense of respect for other EFO participants that made receipt of the award even more gratifying

Question 2:

c	recognition and sincere congratulations of my fire service friends throughout the country and State had the greatest impact
c	to receive their recognition, and feel their genuine pride in a friend, had an impact
m	shared the paper with others throughout the State

Question 3:

m	we passed a new ordinance that allows for class A roofing assemblies only
s	I consider it the epitome of my fire service career

Subject 15:

Question 1:

s	the greatest honors I have received during my 24 years in the fire service
m	I am also proud to record the awards on my resume
c	my wife and children appreciate the long hours I spend working on the projects
c	[family and friends] attended the ceremony

Question 2:

m	recognized in memorandum for the achievement
m	supervisors recognize my potential
m	[influenced] in being chosen as [state] fire marshal of the year
m	my department had fire sprinkler heads installed in all our fire station kitchens
m	[change in NFPA Standards]
m	[present paper at NFPA Conference]

Question 3:

m	my awards added to the overall excellent reputation [the fire department holds in the fire service, community, and state]
m	my awards and the many other honors bestowed on [the fire department] confirm for the citizens of this community that they are getting the highest quality public service

Subject 16

Question 1:

s	more confidence in my ability

Question 2:

c	numerous personal congratulatory communications

m	many requests for my research
c	confidence from both superiors and subordinates
m	opened another professional development window of opportunity

Subject 17:

Question 1:

s	first time in my life that I have been individually and publicly recognized for academic excellence
s	the surprise was quite pleasant

Question 2:

s	given special assignments
m	substituted for chief
m	help develop policies and strategies

Question 3:

m	[policy change at State and local level]

Subject 18

Question 1:

s	it helped to be honored
m	I was appointed to the position of Fire Chief

Question 2:

m	I gained a high degree of recognition from city manager, mayor, and commissioners
m	city and task force won subsequent recognition for the project
m	I was personally honored…as…man of the year

Question 3:

m	ordinance resulted in immediate improvement [qualitative and quantitative]
m	I am developing ordinance…will expand legislation to nearly 300 square miles

Subject 19

Question 1:

s	I felt quite a sense of accomplishment
s	I was extremely proud
c	my wife was also very proud
c	friends…very supportive of my efforts

Question 2:

m	recognized and congratulated at mayor's meeting
c	peers…in EFO…appreciative
m	award was helpful in getting raise
m	recognized by local fire chief association
c	increased prestige
m	opened up avenues for me to network
m	attending and speaking at seminars
s	increased my knowledge
m	carry some weight in applying for future positions

Question 3:

	very little organizational impact
-m	newspaper did not run story
-c	few people know about it
-c	my agency did very little to recognize the accomplishment
c	award has reinforced their [management] commitment…to the program

Subject 20

Question 1:

s	significant to me as a personal achievement
s	super to receive the award
-s	downer to realize that it won't change the world
c	family and wife enjoyed the fact I got honored
c	[wife received] direct as well as vicarious recognition for her part in the whole project

Question 2:

c	[non fire service people] congratulating but not necessarily enthusiastic
m	people ask for copies and read it
s	[readers] validate the conclusions that I developed
-c	within the community I serve, the paper and the award brought virtually no notice
m	I received calls and interest in the paper from the fire service professionals throughout the country
m	opportunity to participate in NFA course development and adjunct faculty

Question 3:

impact of the paper has been virtually nil

Subject 21

Question 1:

s winning the award put me at an all time high
c family and friends..[saw] it had a positive effect on me

Question 2:

c tangible…[recognition] by my peers and senior management
m more professional [relationship] [to other fire service organizations]
m I feel I am accepted on a peer level basis and am able to offer more to the [chief] association

Question 3:

c it has set a standard for other participants [from our department] a benchmark of sorts
m our department [attended] training programs and compete on an equal basis

Subject 21

Question 1:

s personal satisfaction
s helped to reinforce my confidence
s nice ego boost
c my wife was very happy
c she was pleased
m [people] who see my photo…congratulate me on the achievement

Question 2:

m looks pretty impressive on my resume
m I have interviewed for several fire chief positions [the research and award came up]

Question 3:

no impact on organization

m	two communities [have implemented ICS guidelines]
m	provided some training

Subject 23

Question 1:

s	appreciated
s	joyous occasion
c	recognition of team work at home
c	one [family] member's recognition is really recognition for all

Question 2:

s	prestige
m	professional credentials
m	add to organization's standing
m	department policy is to publicize achievements
c	many positive comments
m	community feels…its fire rescue department is the best

Question 3:

m	assist with external marketing
m	showcased these achievements to owners and investors…considering decisions relative to business development, relocation, or expansions
m	every achievement helps focus on the quality of life in a particular community

Subject 24

Question 1:

c	parents proud
s	great honor
s	boost to self-esteem and self confidence
m	special recognition from [State] House of Representatives
m	[two] news paper articles
m	[State] fire chief magazine…carried an article

Question 2:

	impact was none
m	fire department paid expenses for food [to EFO Symposium]
c	one or two chiefs [other fire departments] acknowledge

Question 3:

c	caused some professional jealousy
m	study was used by the union in their ongoing fight against the fire chief
s	kudos that I will hold on to until I decide to find a fire chief's job somewhere

Appendix E

Edited Letters from Laureates

**Note: All identifying references have been edited to protect the identities of the laureates.*

Laureate 1

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

You would think I could think of one or two adjectives to attach to the noun "impact," but that is difficult since there really wasn't just one impact or effect. Receiving the award was akin to the comet that broke up and hit Jupiter – a series of impacts each having unique characteristics. There was an initial short-term impact upon first notification of the award. There was a different impact involving the events surrounding the physical receipt of the award. And there has been the after-effect of receiving the award, compounded by receiving it more than once.

The first time I received the award, the initial personal impact was disbelief (I remember thinking – maybe even saying – "Who's this, really, and what do you really want?"). Once convinced of the validity of it all and the fact that I was to be an award recipient, I experienced an interesting mix of virtually simultaneous thoughts and emotions. I feel it is significant that you choose the term "impact," because part of my immediate reaction was physical, almost like I'd been hit. My heart rate jumped, I felt flushed and a bit shaky - the "WOW" effect. All mixed in together, there was pride and validation (I had worked hard on the project, and felt personally it was a good effort), insecurity (although I was happy with my own effort, was it really good enough for such recognition), excitement (I couldn't wait to tell my family and friends), anxiety (I had to PRESENT this thing!?!), and a pleasant muddle of less definable feelings. It's a good thing that the notification came at the end of the business day, because the effect, although generally pleasant, was disruptive and distracting enough that I could not concentrate on regular work assignments right after I was notified. The initial short-term impact continued in the next few days and weeks, as I felt honored in the pride of my family and close associates, and was surprised at the number and source of congratulations I received from many people – some of whom I'd not heard from in quite awhile, and I had to wonder how the news spread.

There was then a new impact during the Graduate Symposium when I presented my project and actually received the award. The superficial anxiety regarding my presentation of the project was actually easy to handle - I'm not terribly uncomfortable addressing a group of people and felt well prepared for it. During the Symposium, though, I was surprised at the number of people who sought me out, called me by name, and appeared to regard my opinions and comments more highly than I would consider them. This surprised and somewhat overwhelmed me, because I was still a student in the

EFO program, and many of the Symposium participants, student and graduate alike, had a great deal more experience than I in the fire service. I was honored to have my comments held in such esteem, but also VERY nervous - although I had done some extra research and work in one particular area, there seemed to be a halo effect enclosing and affecting other comments that I never intended. I found myself thinking very carefully before stating an opinion on anything, since I didn't want to be misunderstood, taken out of context, or have any undue or unintended influence that I really didn't qualify for. It was an unexpected effect of receiving the award, initially unsettling and somewhat unpleasant, but ultimately humbling and a positive learning experience. I learned to listen more carefully, and weigh the potential impact of my words more fully before speaking - not only at work, but also with my family and friends. This has reduced the frequency of unintended misunderstandings, which I consider as very positive.

My third paper did not receive a grade of 4.0, so was not eligible for an award, and I was surprised to find that others, including my own family, had developed a heightened expectation of my performance. Not only did they assume I'd get a 4.0 grade, they also assumed my paper would be chosen again for an award. It was uncomfortable and awkward to face the disappointment of others when I felt their expectations for me had become unreasonably high. Although I knew I was capable of 4.0 work, and I was disappointed that I had not achieved it in this case, I was at the same time glad that high standards were being used. Without such standards, the grade and awards would be meaningless. However, the heightened expectation following the receipt of such an award is certainly a negative aspect that accompanies all the good.

The next year, when my last project received the Outstanding Research Award, I found the initial personal impacts to be just as great as the first time - first disbelief ("you're kidding, right? AGAIN?!?") Then the WOW effect and all the very same mixture of feelings as before. The only difference the second time was that the crazy quilt of feelings was not quite so surprising, and I was a little more prepared to adjust to the mixture of delight and anxiety that came with the second award, both initially, and weeks down the road.

The long-term personal impacts have been subtle, but (I hope) lasting. Once the initial excitement has passed, the same work and world is still there, and neither the ARP's nor the awards have made any earth-shattering changes. However, the process of producing ARP's at a level worthy to be considered award-winning has stretched and challenged me, and I feel I've increased my confidence and creative thinking skills. I've also learned that receiving such an award, while a wonderful honor, also has unexpected and sometimes unwanted results that, if ignored, could be damaging, but if used as a basis for personal growth, can result in greater reflection and better communication.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

The professional impact of receiving the Outstanding Research Award has been one of enhanced recognition within the professional community, and requests for information, even years after the fact. Although I received the awards three and five years ago, it is not at all unusual for me to be approached at a conference by someone who read one or both papers and recognizes my name. I also receive anywhere from one to five requests a month, even now, several years later, for a copy of my research or any updated information. I have received some requests to speak to groups, to visit other departments, and to confer with other Chief officers and government officials.

While I am flattered to receive such attention, and am willing to provide whatever information I can regarding areas in which I have knowledge, I also sometimes find such attention to add to my stress level - it can be difficult to respond to multiple requests to the degree I'd like. At the same time, it is a good kind of stress to have, because I feel it is this type information-seeking and sharing that is so needed if the fire service is to continue to meet growing and shifting service demands. One of the real benefits of receiving this award has been the expanded network of contacts and colleagues that has resulted.

Question 3: What organizational impact did receiving the award have on your department and community?

The internal organizational impact of receiving the Outstanding Research Award has been nearly invisible. Although the ARP's were done with the intent of affecting certain internal actions, activities, and procedures, such effects would have occurred whether or not the ARP's had been selected as award winners. Therefore, the internal impact of the awards themselves is actually negligible.

The external organizational impact has paralleled the professional impact - it has been mostly one of enhanced recognition within the fire service community. Our firefighters are very active in trainings, conferences, and competitions, and almost always after attending such gatherings, one or more of them will bring me a business card of someone who "heard they're from [city]" and would like information regarding one or the other of the papers that won the awards. Or, there will simply be a comment like "I met this person who saw your picture at the NFA and wanted me to say hi". Such recognition makes me mindful that the award is not just a recognition of the work I personally did, but is also a recognition of the department that provided me the opportunity and support to produce such projects.

The [community] has actually not been directly impacted by the awards. Although news releases were sent as suggested, the local media never picked up on the releases. However, local officials are aware of the awards, and have at times mentioned them in public meetings in reference to the quality and progressiveness of the department and the services we provide. So, at the very least, there has been a positive influence on the general image of the department within the community.

Laureate 2

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

My parents probably received the biggest impact from my receiving the award. They were so proud to be able to come up to the NFA to see the facilities and to go to the dinner. As for me it was certainly a great honor and boosted my self-esteem and self-confidence in my academic abilities. I received a very nice 11x14" certificate of special recognition from "The [state] House of Representatives", sponsored by [a notable representative]. [Two local newspapers] wrote nice articles about the award. The [state] Fire Chiefs magazine also carried an article. Other than that, the awards and certificates are lying in a drawer in my desk and that's about all that has occurred.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

The internal impact was none. There was no significant recognition from the fire administration or the city management. The fire department administration agreed to pay my expenses for food, but that was all they did. This is not a reflection on the award, but on the organizations culture of not recognizing its employees. As I have told many people, the award and 89 cents gets me a cup of coffee at Dairy Mart. External to our department, I had one or two chiefs acknowledge the receipt of the award at a meeting or two. This was done personally and privately, not as some stand up recognition.

Question 3: What organizational impact did receiving the award have on your department and community?

In all honesty, I think the award actually caused some professional jealousy among members of the fire administration. The problem that exists is that the fire chief and the deputy chief do no have any formal education above high school. No college degrees and therefore they could not be accepted into the program. If they acknowledge and promote my receiving the award, that might place them in an awkward or uneasy position. Another problem that occurred. The [ARP] was used by the union in their on-going fight against the fire chief. Based upon information found in the [ARP], and things taken out of context, they held a unanimous vote of no-confidence against the chief. They had no regrets in naming the source of their information as being from my research report.
I have no hard feelings about the lack of recognition over my receiving the award. The EFO program and the research award are kudos that I will hold onto until I decide to find a fire chief's job somewhere.

Laureate 3

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

a. Me.

I consider the "Outstanding Research Awards" the greatest honors I have received during my 24 years in the fire service. I had the award certificates laminated on plaques, similar to diplomas. They are proudly displayed on my office wall, right above my computer terminal. I had all four research papers bound as hard cover books, similar to thesis documents. I keep copies of the research papers available for giving to persons that may have an interest. I am also proud to record the awards on my resume. Press releases were prepared and each time the local newspapers highlighted the achievement with feature articles.

The awards also gave me the opportunity to attend and participate in the NFA EFO Symposiums. I hope to continue attending the Symposiums in the future.

I have embraced the following quote, attributed to Vince Lombardi: "The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen endeavor."

b. Family.

My wife and children appreciate the long hours I spent working on the projects. I have been fortunate to have my wife attend all of the award ceremonies. My mother, daughter, my daughter's boy friend and one of my cousins attended the last ceremony. My cousin is only 22 years old and yet he has an impressive resume. He is currently employed by [a Fire Dispatch]. He also serves on [his local] Volunteer Fire Department. He traveled to Emmitsburg on his own to share my moment with me. This was his first visit to the Academy, but I trust he will be back after sampling the quality of the EFO Symposium. I hope he will take advantage of the weekend programs.

c. Friends.

We have two very close friends that live in [a Maryland town]. They have opened up their home to us each time we have made the trip to Emmitsburg. They have also attended each of the ceremonies with us.

One of my co-workers from [city] went way out of his way to be with me at Emmitsburg for the last award. This good friend bought a round-trip airline ticket, rented a car, and stayed in a Maryland motel to be with me for the ceremony. He was also treated to a sample of the EFO Symposium. All he could say was "Wow" after Chuck Burkell closed the 1996 Symposium with the color slide show and the music of Rod Stewart.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

a. Internal.

I have been recognized in memorandums for the achievements. I am confident that my superiors recognize my potential and that they will challenge me to excel in all my future assignments.

b. External.

I am certain that my "Outstanding Research Awards" had some influence in being chosen by the [state] Fire Marshals Association as the Fire Marshal of the Year - 1996 . Most of my research projects dealt with fire sprinkler systems and fire prevention issues.
The accolades are wonderful, however a deeper satisfaction comes from seeing the recommendations of my research accepted and implemented, such as:

* My Department had fire sprinkler heads installed in all our fire station kitchens.

* NFPA 13, Standard for the Installation of Sprinkler Systems, 1996 Edition includes a new section - 4-15.4.6.2 as follows: "When backflow prevention devices are to be retroactively installed on existing systems, a thorough hydraulic analysis, including revised hydraulic calculations, new fire flow data and all necessary system modifications to accommodate the additional friction loss, shall be completed as a part of the installation."

* NFPA 170, Standard for Fire Safety Symbols, 1996 Edition includes a new Chapter 6 - Symbols for Use in Pre-Incident Planning Sketches.

The National Fire Protection Association invited me to present one of my research papers at the Fall Meeting in Nashville, Tennessee on November 20, 1996. I understand the other papers are being considered for presentation at future meetings.

Question 3: What organizational impact did receiving the award have on your department and community?

My Department has been recognized for many "team" achievements including top honors at Clincon (Emergency Medical - Paramedic Competition), International Extrication Competition and International Honor Guard Competition. My awards add to the overall excellent reputation [city] Fire-Rescue Services holds in the fire service community and in the [state]. The following is an excerpt from the November 12, 1996 editorial page (p. 12A) of [the local newspaper]."[city] residents know it takes exceptional people to keep this town running at an optimum level. But it's always nice when other people confirm what this town knows for a fact - we have the corner on the best. Among the best is Assistant Chief [laureate], who was named fire marshal of the year by the [state] Fire Marshals Association. His research into the effectiveness and cost of fire sprinkler systems alone has been a true asset to this town. For that he has received three awards...He is one of the many Fire-Rescue employees who deserve residents' praise and thanks for making [city] a safer place to live and work."

My awards and the many other honors bestowed on [city] Fire Rescue Services confirm for the citizens of this community that they are getting the highest quality public service.

Laureate 4

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

This award provided me with more confidence in my ability as a chief executive fire officer than any other professional praise or recognition that I had ever received before. Previously throughout my career I felt reasonably assured that I had been producing quality work products. But I often wondered where these products ranked with the work products of other well respected fire officials within the country. I suppose that I really wanted to know if I had the potential or was of the caliber of someday being in "the big leagues" of the fire service. Approximately two months prior to the award announcement I was promoted to Assistant Fire Chief of the [city] Fire Department. Coupled with this affirmation on the local level, the NFA EFO Outstanding Research Award totally confirmed for me that I had truly accomplished something that was highly recognized by many other chief executive fire officers. As a result, I gained tremendous self confidence in my abilities to function as a chief executive fire officer of a "major league" fire department.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

I received numerous personal congratulatory communications from throughout the [state] fire service as well as within the national network of EFO graduates. In addition, there were many requests for my research from fire departments throughout the country who were in the process of examining the specifics of the research topic. This brought attention and recognition to our department of which I was extremely glad to be a contributor of.

Not only did I gain confidence in myself, I am convinced that this award helped signal strong confidence from both my superiors and subordinates. I truly sensed feelings from them that I had the necessary skills and ability that were commensurate and expectant of the executive position I held. Fortunately, this has led to a very positive work environment of respect, harmony and vitality. This has certainly made my job more easier, enjoyable, and subsequently has made me a more effective leader.

This award also opened another professional development window of opportunity for me. For three years prior to the award I sought admission to graduate level studies at [a prestigious public affairs program]. Each year I was rejected for admission and was seriously on the verge of not re-submitting an application. However, on my very next application after winning the NFA EFO Outstanding Research Award, I was immediately selected for admission. With no changes to my GRE scores, I am very confident that notifying the [school] of this award along with the abstract of my research paper definitely elevated the credentials of my application. I probably would not ever have had the opportunity to obtain a Master of Public affairs degree from this prestigious graduate school had I not received the outstanding research Award from the National fire Academy.

Question 3: What organizational impact did receiving the award have on your department and community?

Due to time constraints, I am unable to respond to this question.

Laureate 5

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

Personally, the NFA EFO Outstanding Research Award was very important. The award ceremony was the first time in my life that I have had been individually and publicly recognized for academic excellence. I graduated from a 1,200 student-body high school with the highest GPA, but received no public recognition. I also graduated on the President's list at [school] as Phi Kappa Phi with a degree mathematics, but notification was through a form letter.

In our society, recognition for achievement is usually limited to the realm of athletics. Reception of the Outstanding Research Award was totally unexpected. The surprise was quite pleasant. The NFA's decision to implement this award strongly reflects your organization's commitment to the professional development of the fire service.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

I have been given special assignments as the result of expertise exhibited in two NFA research projects: [APR 1] and [APR 2]. I have substituted for [department's] present chief, [name], on several occasions as [the] contract County Representative on the [state] Wildland Coordinating Group. This organization consists of high ranking members of the [state] Department of Forestry, United Stated Forest Service, United States Parks Service, Bureau of Land Management, and [state] Contract Counties . The [group] develops policies and strategies to deal with the wildland fire crisis that annually threatens [the state].

Also as the result of wildland fire research completed as part of the EFO program I was assigned as [the] County representative on the Board of Directors of the Southern [state] Association of Foresters and Fire Wardens.

I also believe that my award was a tribute to our retired fire Chief. Chief [name] believed in fire service education and professional development. His demanded that his chief officers receive the best fire service education available. He set aside funding and time for chief officer training even when budgets were tight. My award helped confirm that his commitment to professionalism resulted in success.

Question 3: What organizational impact did receiving the award have on your department and community?

My project introduced the concept of pre-fire planning wildland areas. It also described the effects of beneficial wildfires on non-public lands. Prior to my study, wildland pre-fire planning and managed wildfire strategies had been implemented on public federal lands, but not on private property in [the state]. State law mandated the prompt and aggressive extinguishment of all wild fires on private lands.

My research project targeted the [name] Ranch, which is one of the largest ranches in the nation. It is also a publicly-traded corporation that is controlled by the majority owners of a major newspaper organization. My report ended up on the desk of the Governor's State Board of Forestry, sent via the CEO of the [ranch]. The Director of the [forestry dept.] was instructed to address many of the issues and ideas presented by the report.

The [forestry department] is presently developing proposals and incentives to include the objectives of their Vegetative Management Program (VMP) into the tactics and strategies on future wildland fires. The [forestry dept.] has also proposed funding for wildland pre-fire planning. However, I do not know the degree of influence my report had on the proposed changes. The County Fire Department has already implemented similar changes.

One additional note, I competed for a deputy chief position within our department. On the exam oral board were both the CEO from [name] Ranch and the [forestry dept.] deputy chief assigned the task of evaluating the ideas and recommendations espoused by my EFO report. Once they became aware of reception of the "Outstanding Research Award," the interview quickly became a debate between the CEO who wanted changes and the deputy chief who attempted to defend existing state policies.

Laureate 6

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

From a personal perspective, receiving the ORA has aided in my development and has helped affirm my self confidence and sense of self-worth. Receiving the award made me very proud of my accomplishments and has also confirmed to my family and friends that the work I am doing is high caliber and worthwhile. My family and friends were all very impressed by this accomplishment.

The fact that I was the first *foreign* student to receive the award also enhanced my sense of pride and feeling of accomplishment. I feel very fortunate to have been given an opportunity to attend NFA, and I am proud to have demonstrated my ability to perform at a level which is recognized internationally. It is one thing to be a leader in your own city, but sometimes there is a feeling or perception of being a "big fish in a small pond." Receiving the award from the NFA demonstrated my ability to compete in *a big pond*.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

From a professional point of view, I believe that receiving the award has increased my profile and exposure within my own organization and throughout the emergency response industry. I have received numerous calls asking about my research paper and requesting copies. Requests have been received from members of my own deportment, including Battalion Chiefs and other officers, rank and file members and representatives of labor groups. Requests from outside the organization have come from many of my peers and EFO classmates, but also from chief officers in other departments who I have never met before. I also had a request from a large national consulting firm that does work with municipal governments. Any request I have received I have provided a copy and have given permission to make additional copies if desired.

I believe that the award also helps with my personal and professional credibility, and enhances my ability to gain acceptance among other emergency services personnel. In my role as an adjunct instructor at NFA I have found that the students tend to be impressed by the award (of course I never boast about it, it is always the co-instructor or program chair who tells the students). I have had a number of students, as well as EFO classmates ask me to review their EFO papers at the draft stage and provide feedback.

Question 3: What organizational impact did receiving the award have on your department and community?

My Chief was very impressed by the fact that I received the award and he forwarded copies of my paper to the City Manager and the Mayor. The Mayor and Council also received a copy of a letter from NFA indicating that I was an award recipient. Our department is presently in the midst of major organizational change and local labor groups are not pleased with the restructuring that is taking place. They are often publicly critical of management for the manner in which we are restructuring our organization. In the summer of 1996, the letter from NFA announcing the award was read publicly by one of the City Councilors at a meeting of City Council and I was asked to stand up and be recognized by the Council and the Public. On the agenda of the same meeting was a motion that proposed a complete audit and review of the management practices in our department. The motion was defeated. After the meeting the City Manager and Fire Chief both marveled at the fact that I was recognized for my research on the very same day that the department was being criticized and the unions were attempting to have an audit conducted. I believe that the award helped us (the department) to publicly gain legitimacy, and credibility, and had some influence over Council members in persuading them that the department was in fact being professionally managed and that a full audit review was not necessary.

Laureate 7

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The personal impact which occurred as the result of receiving the EFO Outstanding Research Award was quite significant to me. Obviously the amount of work and the quality of the research was considered by others to be important to the Fire Service on a National level. This provided me with a great sense of professional pride. The thought that others may use the research to benefit the safety and welfare of the people they serve was very rewarding.

I believe one of the things all of us seek, is the acceptance and respect of our peers. When I was advised that my research project had won the honor of Outstanding Research Award, that is exactly what I felt. The caliber of fire officers in the EFO program cannot be questioned. They are the best of the best, and to know for one brief moment that I was included in that company was personally fulfilling.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

As a partial result of receiving the award, I received a Management award from the jurisdiction where I work. I believe it also played an important part in my next promotion.

Question 3: What organizational impact did receiving the award have on your department and community?

This is probably the most disappointing part of the story. I do not believe my department has used the research to benefit our citizens. We have not lost a life in a convenience store fire in a hundred years, but we still spend more time inspecting them in one week then we spend in a year promoting smoke detectors in private dwellings. Within the past three months, my department has experienced two early morning fatal fires. There were smoke detectors in both of the dwellings, but they were not operational due to battery problems, early detection would have saved these lives. So, the answer to your question is that the research has not had a lasting impact on my department or my community.

Laureate 8

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

When I received notice that I was chosen for one of the EFO Outstanding Research Awards, I was very elated and proud. I was also somewhat embarrassed as I was one of the biggest opponents and complainers to the assignment of the project in the middle of the academic year after we were not advised up front of the requirement prior to the class. But, the real impact on me was honor and surprise. To be recognized by the highest fire academy in the country must be an honor for anyone. It was for me. For this country kid from [state], I was surprised as I did not think my project was that good. I really did not feel that it would compete with the better researchers and writers from across the USA. In fact, I did not even think about winning the award. So, I was surprised. My family, two sons of which are also firefighters, were elated and constantly commended me for the recognition. Many friends, who have since attended the NFA and observed my photo in the hallway at the NFA, complimented me on my honor. Many still mention the photo and award.

Presenting the paper at the [year] Consortium was also an honor. And, it was a whirlwind effort to get to the NFA for the presentation. I was teaching a class at [school] with [a colleague] and had to leave the class early to catch a flight to the Consortium presentation. The class knew of the award and complimented me.

Personally, I really think most about the award when I revise my personal resume. The award is listed as a personal accomplishment on the resume.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Very positively, the award professionally drove me on to be a better leader as I recognize leadership as the most important learning point offered at the NFA. I credit the NFA and the EFOP as teaching the concepts of leadership and making me a Transformational Leader. Overall, the EFOP had a large personal impact on driving me to be a better leader than did the award itself.

Being a good leader is the most important personal goal of my career. I just finished reading [a magazine article] concern[ing] a Vote of No Confidence and whether the chief gets it for failure to perform or superior performance with rejection by either the firefighters or elected officials. Again, after reading the article, I firmly believe that being a good, honest and forthright leader is the answer.

But, for this question, there was little departmental or community recognition or impact as no one knew nor seemed to care that I received the award. My superior informed his superiors but there was never any recognition, not even an article in the [state] monthly newsletter. And, since no notice of the award was sent to local newspapers, there was no local recognition or impact. Both of these impacts should have been important departmentally and community-wise but they were not. Actually, more fire officers and firefighters from other fire departments recognized me than did my own department.

Question 3: What organizational impact did receiving the award have on your department and community?

Same answer as question #2 above. I think part of the lack of impact on my department is that [organization] does not recognize the value of the National Fire Academy. Most NFA EFOP students from [the organization] are paid for and sponsored on behalf of local governments where [the organization] is also the county fire department or fire protection district, etc. Using what I learned at the NFA makes it easy to see that the organizational culture of [the organization] is, "old [ways]," not fire service, or even better yet, the new fire service where leadership should abound. I doubt that most of the top leaders in [the organization] even know that the NFA sponsors an Outstanding Research Award let alone know that at least two of their own chief officers, [another laureate] and myself are honored recipients.

Please do not believe that I am complaining. I have grown to expect more from [the organization] in progressive organizational development than I have witnessed. Until the organizational culture changes, I cannot expect any different treatment or organizational direction. I must ask to remain anonymous or fear reprisal for the comments that I have shared with you. It is unfortunate but true. Feel free to use my comments but try very hard to not allow any comment to be traced to me or [the organization].

I wish that I could say that the award impacted or effected me more than it did. The real personal change in me resulted from what I learned in the EFOP at the NFA.

In closing, I wish that I could be more positive about the personal, professional and organizational impact of the NFA EFO Outstanding Research Award recognition. It is a great award. Had my chief been Alan Brunacini or Ronny J. Coleman, et al, I might have expected more. And, if my superiors really understood the principles of organizational development as the NFA teaches, I might have expected more impact. But, neither is the case.

I personally thank Chuck Burkell, Don Manno and you for making me a better fire officer and a leader. Again, being a leader is the most critical and important attribute of today's fire officer. Continue to preach that message at the NFA. I cannot thank the NFA for all you did to make me a better, more professional chief officer and person.

Laureate 9

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

In a word, pride. I was extremely proud of having had my project even considered among the best. I have often told people that attending NFA is an honor as well as a humbling experience. [My state's citizens] seem to have the opinion they are on the leading edge...and many times they are. However, when one attends the academy -- and learns what everyone else in doing -- they should be humbled. There is much going on in other states that [mine] would do well to replicate. There's more than one leading edge. It is this sense of respect for other EFO participants that made receipt of the award even more gratifying.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Professionally, the recognition and sincere congratulations of my fire service friends throughout the county and State had the greatest impact. These are people I respect. They are training officers and fire marshals who are dedicated to the fire service and represent it in the highest tradition. To receive their recognition, and feel their genuine pride in a friend, had an impact both personally and professionally. For my own District, the Chief announced the award at a Board of Directors meeting. They seemed pleased, and several asked to read the paper. That's about it. Other than that, I have shared the paper with others throughout the state who have been [conducting work related to my research]. To date I have no idea if it has had any "effect."

Question 3: What organizational impact did receiving the award have on your department and community?

My report was [name]. When the report was first submitted, we had a roofing ordinance that allowed for Class B roofs. Pressure treated shakes were acceptable. In January, 1996 we passed a new ordinance that allows for Class A roofing assemblies only. Several of the Board members had read my paper; however, I do not flatter myself that it was a determining factor. Perhaps, coupled with the consistent devastating results of fires, wind, and wood shakes in [the state], it may have been a consideration. Whether it really had an effect (helped this ordinance to pass) is hard to say. Wishful thinking would say yes, but honesty would say I don't know. There was no feedback that indicated why the Board voted as they did, and roofing was only a small section of the total ordinance. It is useful reference material to have on hand and there have been since a number of fires throughout the State that reinforce what the paper said and predicted.

There really in not much to say, and until you asked, I never really thought about it. I must admit the award has been displayed on my office since its receipt. I consider it the epitome of my fire service career. . . .

Laureate 10

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

It helped to be honored with the award, for me and my wife, since my wife assisted me with some of the logistics of typing and compiling the multiple originals and copies of the research report; plus she missed numerous hours of family time that I had to devote to the project. Also, I was appointed to the position of Fire Chief for the [city] in October 1992, which was a major personal accomplishment for me and my family.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

As my research project evolved into the adoption and implementation of a comprehensive [subject] Ordinance within the [city], I gained a high -degree of recognition from my City Manager, Mayor, and Commissioners. Also, the [city] and our Public Safety False Alarm Task Force won subsequent recognition for the project, as presented by the National Electrical Manufacturers Association and the International Association of Fire Chiefs' Operation Life Safety. Later, I was personally honored by the National Automatic Fire Alarm Association as the 1993 Man of the Year for my contributions to false alarm reduction research.

Question 3: What organizational impact did receiving the award have on your department and community?

A) In addition to that mentioned in Number 2 above, the False Alarm Ordinance resulted in an immediate improvement in the false alarm problem; specifically, the Fire Department enjoyed an approximately 30% reduction in false alarms originating from automatic fire alarm systems in the first year, and an additional 10-15% per year thereafter. Hence, the citizens' life safety has been improved and the risk to Firefighters running on excessive false alarms has been reduced!

B) Our City Fire Department recently merged with the County Fire Department, and now I am developing a False Alarm Ordinance which, if approved, will expand the legislation to nearly 300 square miles, in addition to the [city's] 20 square miles.

Laureate 11

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

For me personally, I felt quite a sense of accomplishment when I was advised that I won the award. I was extremely proud of the fact that I was the second [state] Division of Forestry employee out of five who have enrolled in the EFO program to have won this award. My wife was also very proud of this accomplishment. Most of my friends are not associated with the fire service and did not hear of the award, but many are aware of the research I conducted and are very supportive of my efforts.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

I was recognized and congratulated at a manager's meeting by my peers in the Division for my accomplishment. In particular, my peers who have enrolled in the EFO program were more appreciative of the significance of the accomplishment. My supervisors did little in the way of recognition, however, I feel that the award was helpful in getting a raise in June of this year. I was also recognized by our local fire chief's association which I believe was helpful in recognizing forestry on equal footing with structural fire fighting. Professionally, this award impacted me though increased prestige both within and outside the organization and has opened up avenues for me to network with other professional by attending and speaking at seminars and conferences that I otherwise would not have the opportunity to attend. This has also allowed me to increase my knowledge of fire service issues. I do not plan to change positions in the near future but I do feel that being winner of this award will carry some weight in applying for future positions.

Question 3: What organizational impact did receiving the award have on your department and community?

The award had very little organizational impact either on my agency or my community. The local newspaper did not run a story on the award so outside of the local fire community, few people knew about it. I stated earlier that my agency did very little to recognize the accomplishment either. They are, however, very committed to the EFO program and I feel the award has reinforced their commitment to sending our manager level employees to through the program.

Laureate 12

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

In the fire service there seem to be few tangible rewards for the work you do, particularly when it is 'paperwork'. The 'heroics' are performed on the line, not at the desk. I enjoy my job as Chief very much, as I have enjoyed all of the positions I have held in this department. I also enjoy doing research which involves gathering information, pulling out the pertinent parts, and formulating logical conclusions. I derive a certain amount of pleasure, while I am doing the research, from seeing the pieces begin to fit together and make some sense, not only in the organization of the material, but also in the conclusions to be drawn as they become apparent.

The topic of my project was about how young children gather and process information, and how that impacts on fire safety educators. It involved some study on the physiological development of the brain, which I found to be fascinating. At the time of the research I could see exactly what the authors were referring to in the behaviors of my own children. The personal impact of simply doing the research went beyond its fire service application. It greatly impacted my understanding and appreciation of my own family. I have subsequently applied the concepts of learning to other areas of educating children, and in casual conversation I have related to others some of what I learned through doing the research. I believe it is safe to say that doing the research for that project has affected my perspective on children more than any other thing I have read or experienced. I was fortunate enough to find some great information hidden in our local library, and it all fell into place as I went through the process.

As far as the personal impact of the award itself, I can honestly say that it was as meaningful as any recognition I have received for anything I have done. I say that for a number of reasons. First, because of from where the recognition comes. I have the utmost respect for the National Fire Academy the institution, for the staff people who make it what it is, for the students with whom I have established some life-long relationships, and for the fire service as a whole as a segment of society which is, I believe, "a cut above". I am honored to be a part of America's fire service and to be identified by others as a member. Secondly, it was meaningful because of the competition. I have been to a lot of classes with many fire fighters. The participants at the NFA, particularly the EFO courses, represent the best of the best. There is an element of satisfaction derived from having my project chosen from among the other submissions. Finally, the award 'clicked' for me because of what the research meant to me personally. As I alluded to above, the information I gathered during the literature review and the way it all came together for me will have a long-term impact on my understanding of the learning process, and the way I view people. To be rewarded tangibly by the NFA for something that was so meaningful for me anyway was 'icing on the cake'. Synergy, as it were.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

At the time the award was made, I was going through a bit of a battle attempting what amounted to a hostile takeover of the local private ambulance company. The result of a significant amount of research showed that a great positive financial impact on the City would be realized if they would allow the fire department to begin transporting patients. To make a very long story short, the City Administrator led me down a path feigning support, which he pulled on me at the last minute, making me appear as the village idiot. I was disciplined for things I didn't do, and took a beating in the press for things that he did. The contract for service was awarded to the private company on the basis of falsified information, lies, political negligence and illegal activities, and it will cost the taxpayers a million dollars. In the end there was only one person who followed the rules, played the game, and told the truth. That same person (me) was the only one who suffered any consequences.

The point is that at the time, I was not at all interested in any pats on the back by the same people, the City Administrator or the City Council, who had done their jobs so poorly at my expense. I was experiencing one of my most positive personal experiences, the award, and one of my most negative professional experiences, the ambulance issue, at the same time.

One of the Assistant Chiefs, an EFO student at the time, let everyone on the department know about the award, but again, I'm not sure that the significance was clear. The city's Finance Director contacted me and told me that the Mayor had requested from me some information about the project and/or the award. I did not respond to that request, for the reasons mentioned earlier. If that sounds like sour grapes, it's because it was.

During the two weeks prior to the symposium and awards banquet I was at the academy for my third EFO course. During that time I was 'summoned' to [my Senator's] office to be congratulated. His staff had made contact with the department and was told that I was in Emmitsburg, so we scheduled a meeting. I met with him in his office in Washington. I enjoyed and appreciated that.

Question 3: What organizational impact did receiving the award have on your department and community?

In order to answer this question, I need to make a distinction between the impact of the research project and the impact of receiving the award for the research project.

The focus of the project was teaching fire safety to preschoolers. I have given copies of the paper to preschool teachers in the city. It is also given to fire fighters whose primary non-emergency responsibility is teaching young children as a part of our public education program. As with the rest of our public education efforts, the results of the research are difficult to measure.

In regards to the impact of receiving the award, organizationally, I don't know that there was or is any. It may have been that if the City Council or the press had picked up on it, and there was some article that said, "The Fire Chief May Know Something After All", it may have raised the level of confidence in the fire administration, at least temporarily. I am responsible for that, I assume, because of my non-response to the Mayor when he was pursuing it, presumably to bring it to the attention of the community. As it stands, however, I don't know of any impact.

In a nutshell, I think it is safe to say, and clear as you read my accounting of all of this, the impact of the award was significantly greater for me personally than it was professionally, and greater for me than for the department or the community. That is as I would have expected it to be. Good luck on your projects. If you have any other questions, do not hesitate to call me.

Laureate 13

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The personal impact of receiving the award had the most influential and rewarding impact. I had always felt that my research work, in EFO and in graduate school, was of good quality. However, I never believed that my skills were those that could be recognized as exemplary among a national sample. I was humbled and honored by the selection. My family was rewarded by the experience in that it was they who had made sacrifices by supporting my trips to the NFA and by allowing me the free time to explore the learning process provided through the EFO research projects.

Only a few friends came to know about the award. They of course were happy for me and they spread the word among a few others who were associated with me. Those friends who later entered into the EFO program, of course, sought me out as an advisor regarding their research papers, and I became a recruited "proof reader" of their projects. I am continually honored, as I attend NFA courses now, to be approached and congratulated for the award. The policy of placing my photo in the halls of the NFA has been, and continues to be, one of the greatest rewards to me. Likewise, students who attend the NFA from [State] see that photo and make it a point to speak to me about it. They repeatedly say that they had no idea that I had received the award - but, that it is quite an honor.

The award gave me a new dose of self-confidence regarding my writing skills. I have been encouraged to submit articles to periodicals and various professional forums, but my work schedule has limited my ability to do so. I continue to agonize when I put words to paper. My writing never seems to be the best that it can be, yet time constraints require me to finish. I am however I acquired it - capable of writing concise yet thorough documents which apparently read well. My EFO experience instilled in me a recognition of that skill.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Professionally, I have not become aware of any direct impact, externally or internally, to my department or community. I have had a few remarks made to me by other [fire department] peers who are or have been students in the EFO program. Those remarks are usually teasing remarks indicative of the fact that they are envious of my honor. My belief is that the neither the department nor the community was formally made aware of my receipt of the award. Perhaps if they had been made aware of it, then a larger impact would have been experienced.

Question 3: What organizational impact did receiving the award have on your department and community?

There has been no wide-spread organizational impact that I am aware of as a result of the award. My research dealt with a review of diagnostic instruments that could be used to diagnose leadership styles for the purpose of assisting organizational change. I have been able to utilize some of the instruments with my current Training Bureau staff, allowing them to understand themselves better and to allow me to more effectively assigned the right person for the right job. Apart from that use, there has likely been no other organizational impact.

Laureate 14

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

To my family and to me personally, the award generated a great deal of pride. It demonstrated that I had the skills to analyze material, develop conclusions and communicate the results in a format and in terms that were understandable. This confirmation of abilities had generated a self confidence which has allowed me to complete similar tasks, both professionally and in my personal life.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Unfortunately, there was no professional impact. The letter congratulating me passed through the Chief Engineer's office and was forwarded to me. To my knowledge, it was not even placed in my personal folder. There was never any public recognition of the award outside of the National Fire Academy. In the years since the award, members of the [fire department] have returned from Emmitsburg and expressed surprise that my picture adorned the wall of the Academy. The [fire department], at the time I received the award, was not supportive of the National Fire Academy and merely accommodated its members by approving enrollment applications. I know that the award and the subject of the report passed unnoticed in our Department.

Question 3: What organizational impact did receiving the award have on your department and community?

Here, again, there was no impact. The Department never recognized the afward, never saw or read the report, never asked any questions about the report and flatly just didn't care. The only impact, and this was my perception, was that the confidence about my analytical skills and communication skills allowed me to produce a number of reports which were better because of the recognition I received at the Academy and the added self confidence I gained.

Laureate 15

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The first personal impact of receiving the award was that I experienced a duality of feelings: I was elated by the recognition I received from the NFA and people I very much respected; yet I was frightened that I would not be able to meet others' future expectations of me, having won an Outstanding Research Award for the first paper I wrote for the EFO Program (EFOP). Subsequently, I set my EFOP goals even higher, (unrealistically) expected every one of my papers to be of sufficient quality to receive awards, and was actually disappointed when two of my research papers failed to win an Outstanding Research Award. I found the allegedly "good" stress I put on myself as a result of winning that first award to be somewhat debilitating in the long haul. Therefore, completing the EFO program was for me truly a catharsis.

The second personal impact of being an award recipient I deem to be wholly positive. I actually received my first award in May 1994, one month before the group I had helped develop, the [Fire Department] Fire Prevention Bureau, was ravaged by managers and "leaders" (none of whom were EFO participants) who sought to delay their inevitable demise by relegating Bureau personnel to jobs outside the Fire Department as part of "restructuring" the overall organization, in which organization the Fire Department was merely a pawn. The Outstanding Research Award having given me a heightened sense of self value and worthiness, I simply decided that I would not tolerate the depreciating of persons and programs essential to safety at this nuclear facility at which I had worked for almost 24 years. I sought and found new opportunities that brought me to my current career with the [Fire Rescue] Authority.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

I conjecture that my [year] Outstanding Research Award helped me secure my current career position. Even though I did not at that time fully meet the qualifications for applicants, all three of my interviewers were EFOP graduates and may have viewed my research award as being indicative of traits and capabilities equivalent to the educational qualifications they were seeking in the successful applicant.

The research award I received resulted in an unexpected professional impact on me in my position as volunteer assistant chief with what was, at that point, the [Fire Protection] District. At the time, [the district] was adjusting to a change in leadership and simultaneously laying groundwork for consolidation with two other fire departments. While I had previously been a major player in establishing policies and procedures under the former chief, my role in the consolidated organization was diminished because a less formal organizational culture was desired by the new leadership; and, if my Outstanding Research Award represented anything to them, it was perceived as the antithesis of the less structured approach they were seeking.

Another unexpected professional impact of receiving two Outstanding Research Awards was that I became a sounding board or unwilling ombudsman for a number of EFO participants with complaints about the EFO program and/or the grade they received for their research papers. I learned that there is a price to be paid for the "fame" of having your picture on the wall in Building J at the NFA. I empathetically listened to a host of disillusioned EFO participants who found it difficult, if not impossible, to deal with imperfections, either their own or the program's. Several of these naysayers took to deprecating me and my research because I had received awards for research that was, by my own admission, neither perfect nor all encompassing.

Question 3: What organizational impact did receiving the award have on your department and community?

In the arena of public relations, the [Fire Authority] took appropriate advantage of the news that I received outstanding research awards. The [Fire Rescue Authority] made no public note of my awards; however, the politicians and civil servants who comprise the [Fire Authority] Board of Directors officially recognized my award, which award hopefully served to underscore among those directors the competence and credibility of the entire Fire Prevention Bureau. I believe that the main organizational impacts on both [organizations] came not from the award per se but rather from the conclusions and recommendation of the research.

Laureate 16

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The receipt of two Executive Fire Officer Outstanding Research Awards meant (and continues to mean) a great deal to me personally. I believe that the pride and sense of accomplishment that I felt on each occasion were shared by my family and close friends. Attendance at the EFO Graduate Symposiums were valuable learning experiences, and receiving the awards no doubt made me want to try harder in subsequent years. However, in terms of "impact" in receiving the awards, I do not believe there was any other personal "impact" that would be quantifiable or visible externally.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Receipt of the awards undoubtedly enhanced my professional image within my own Department, as well as with firefighters from other fire departments. The awards provided credibility for the subject matter of the research, as well as the conclusions drawn therefrom. The credibility of other projects that I have been involved in (such rewriting the Department's rule book, investigating firefighter casualties, and even course development) have also been enhanced by virtue of my having received the awards. Since the first award was announced, and particularly since I received the second award, I have been sought out on a regular basis by other EFO students for advice on writing research papers.

As will be described below, one effect of receiving the award was to derail one of the City's options for downsizing the Fire Department. As you may recall my research involved staffing, and more specifically, that staffing with four firefighters per apparatus significantly reduced the number and severity of injuries in [city] compared with three person staffing. As a result of the notoriety given to the research by virtue of the award, the [city] was not in a position to advocate reducing staffing back to three members as a means to save money. In this regard, it is conceivable (and some have made a point of telling me) that my chances for promotion may have been damaged from a political perspective, due to my research.

On the other hand, several high-ranking City officials have read both of my papers and have complimented me on them. Had the papers not received the awards, I doubt anyone (whether from the Department or the City administration) would have read them. I say this with some level of confidence since I turned a copy of the first report over to the Chief of Department and the Union President in November of 1994, but it was not until after I received the award in May of 1995, that anyone acknowledged to me that they "finally had time" to read it. The result was similar the second year.

Despite the possible political fallout, the Fire Chief and the Department administration seemed genuinely appreciative of the research. The Department had been harshly criticized by the press and the media as being overstaffed. The results of the study provided the Fire Chief with documentation that at least in terms of the number of firefighters per apparatus, the Department was not overstaffed.

Question 3: What organizational impact did receiving the award have on your department and community?

Without a doubt, the greatest impact of receiving the award has been on the department, as opposed to any impact to me personally or professionally. The original [Fire Department] staffing that was conducted by an actuary, was never fully documented or analyzed. The results of my research supported the original staffing studies, as well as the City administration's decision to increase staffing as a means of reducing injuries and therefore overall cost. However, without the credibility provided by the award, I doubt my research would have even been given any consideration whatsoever by politicians and the media (who had been merciless in their attacks upon the department). Since I received the second award, the public attacks on the Department by politicians and the media have ceased.

As mentioned above, one impact of the research/award has been to virtually eliminate one of the City's options for saving money, namely: reducing staffing from four members per apparatus to three. Instead, the City has proposed closing companies (two engines and one ladder). This matter is now in arbitration.

In this respect, the result of the research and the subsequent awards has been to put me somewhat at odds with the firefighters union. It is my opinion that if given the option of reducing staffing from four members to three, or closing companies, most union members would prefer to reduce staffing. The rational for this is that for each company that is closed, there will be one less captain and three less lieutenant's positions available. Closing companies as a means of saving money will result in a severe slow down in promotional opportunities for a considerable period of time, something that reduced staffing will not do.

Many firefighters have complained that results of my research make it unlikely that the City, or even an arbitrator, would agree to reduce staffing back to three members per apparatus, leaving company closings as the only option. While I do not personally subscribe to this theory, it does create an interesting and previously unconsidered dilemma.

Laureate 17

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

In terms of the personal impact of receiving the NFA EFO Outstanding Research Award, I can honestly say that it meant a great deal to me personally and simply represented the frosting on top of the pride I experienced in being accepted into the EFO Program. Every once in a while something comes along that brings about a level of personal satisfaction that is difficult to describe but inside it completely renews your self confidence. While I was extremely surprised, I also found the experience extremely humbling as I was well aware of the caliber of the other EFO students and the quality of their papers. In fact I remember commenting to you that I could not figure out why I was selected to receive the award. I proudly identify the receipt of the award on my resume as a major accomplishment and truly believe that it has assisted me numerous times in being selected over other fire consultants in today's competitive world.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

The receipt of the NFA EFO Outstanding Research Award not only had a significant impact professionally during my tenure as a fire chief, as previously mentioned, it continues to set me apart from other fire consultants as the private sector appears to have a distinct appreciation for that type of accomplishment. To put things into perspective, it is important to note that I had a great deal of support from the elected of officials I worked for and from my senior staff as well in terms of participating and completing the EFO program. This support was the result of their recognition of the honor and privilege of being accepted into the program. Receiving the award not only brought a very visible amount of pride to the Board of Directors that I worked for but also had the seemingly effect of them displaying a greater amount of confidence in my abilities. As a result, my role and duties as fire chief expanded into areas that had historically been reserved for the elected officials which in turn allowed me to grow professionally in other areas that I might not have ever been exposed to. In addition, many of my peers recognized the award as a significant achievement and I believe that fact increased the amount of influence I had on other fire service issues at both local and state levels.

Question 3: What organizational impact did receiving the award have on your department and community?

In terms of organizational impact on my department and the community, receipt of the award brought about a real mix. My fire department covers a wide geographical area made up of a number of individual communities and the news regarding the award was somewhat hit and miss. However, many individuals in the community became aware of the award and although most of their comments were directed to me, I sensed that they also were expressing their pride in the department as well as they have come to expect a high level of accomplishment from the members individually and collectively. Internally, a number of the department's members were excited about the award and were extremely positive about it. However, I would be untruthful if I did not also relate that there was an element within the department that were less than positive. This reaction was not unanticipated as there were some serious ongoing labor/management issues at hand and any positive spin for the department or management simply increased the tension. (A number of years ago a very wise individual told me to treat life like the Olympics, discard the high score and the low score and hang on to the middle. I did.)

Laureate 18

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

At first, I really did not know how big a deal the award was going to become. It was the first time the awards were given, so they were new to everyone.

I was thrilled to have my paper chosen, especially for the first award. I had picked a topic somewhat outside the main stream of fire service literature, so it was very gratifying to have been selected.

When the award was announced, I was deluged with phone calls, notes, and letters of congratulations. Many of the calls and letters came from my NFA classmates and friends, but there were calls and letters from many significant and well known fire service figures. The letters and calls were my first real sign of the significance of the award.

My family knew of the long hours of work spent over the computer at home working on the paper. With the letters and calls, my family became more aware of the award, and were very proud.

On a personal level the award was very meaningful. I had spent a lot of time and effort researching the subject, and had found that the legal and fire department cultural implications of developing policy for pregnant firefighters were most significant. Being a civilian rather than a sworn member of the department, it was especially gratifying to know that I was able to make a contribution to the fire service.

After the paper was published, I received dozens of calls from departments around the world seeking information on the topic. Many fire service managers sheepishly admitted that while they had hired females to work in their organizations, they had not even considered how to handle the pregnancy issue. I received a great deal of positive reinforcement from working with the Fire Chiefs from around the world.

I continue to be amazed at the number of people who have read the paper. To this day (almost seven years after the award), I still receive an occasional call from some department seeking updates in the information. And yes, I have done additional research and attempted to follow new developments within the area so I can point the managers in the proper direction.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

The main impact on me was an immediate increase in visibility within the fire service community, and an increased recognition chat a "civilian" can actually have a positive impact within the fire service.

It seemed to greatly increase my credibility, even on non-related issues. It gave me a host of additional contacts around the country and world from which to draw ideas and opinions on a wide variety of fire service issues.

On the local level, the City's top administrators knew of the award, and offered their congratulations. It had a positive impact on their perception of my work with the department, and although it is impossible to prove, probably had a part in some ocher work I have been asked to do for the Mayor and ocher City administrators outside the Fire Department.

Increased contact with the Mayor and other top City administrators has also lead to opportunities to talk to them about the needs of the Fire Department. It appears that a better understanding of some of our issues by the top administrators has lead to positive outcomes for the Department over the years.

As a sidelight, I have become an unpaid "consultant" on several ocher NFA EFO papers. Friends and colleagues from around the country have called seeking advice on their research and writing. I have had the pleasure of reviewing several papers before they were submitted. In addition to being a bit of an ego boost, it has also allowed me to learn a lot more about many subjects than I might otherwise have. It is always fun to work with friends from around the country. And I can modesty say that my advice was worth every cent they paid for it.

Question 3: What organizational impact did receiving the award have on your department and community?

I have always counted myself very fortunate to work for the [Fire Department]. [The Fire Department] has had and continues to have a well-earned reputation as a modern, progressive emergency service organization. The post-Disney growth of the [area] has put us in the focus of an international spotlight

I have always believed that the good reputation of an organization isn't developed overnight, nor by the work of one or two people. The reputation of a department is built by the department's performance and progress day-in and day-out.

With that understanding, I believe that winning the award was a contribution toward the already positive reputation of the organization. It's a lot like adding one more block to the departmental foundation.

It increased departmental visibility in a positive way on the local, state, and national scenes. Winning a national award is always good for the department within the City government.

I am proud to say that while I had my "day in the sun" after winning the award, I have had the pleasure and honor of working the many bright and highly motivated members of our department on ocher award winning projects over the past few years. While winning the Outstanding Research award was a wonderful experience, it was actually the start of my career, not the end of it.

Laureate 19

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The personal impact of receiving the award was significant to me as a personal achievement. The issue I discussed in my paper still holds true and probably will continue to do so as long as we try to make fire fighters into fire preventers. We are trying to maximize two competing alternatives, a mathematical impossibility. So from that aspect it has led me to a better understanding of the dynamics of my own organization and the fire se vice in general. In sum I would say that the personal effect has been mixed, an upper to receive the award, a downer to realize that it won't change the world.

My family, and particularly my wife, enjoyed the fact that I got honored. At the dinner I was able to honor her as she is my editor in chief. It is her reading of my work as an outsider that assists me in making my thoughts understandable to a wider audience. In that regard she was able to enjoy the moment, meet some of the people involved and get some direct as well as vicarious recognition of her part in the whole project.

Very few of my acquaintances, outside the fire service, have even a clue concerning Outstanding Research Award. When I mentioned it to folks I have coffee with or people at church, for example, they would be congratulatory but not necessarily enthusiastic. This lack of recognition, even within the fire service, alone the general public, is one of the shortcomings of the award.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

At first the professional impact was significant. Since the topic was prevention and I was essentially from the suppression side of our profession the prevention people were both congratulatory and amazed that I took such interest in what they perceived as "their world." A number of people asked for copies of the paper and read it. After reading it they would contact me and validate the conclusions that I had developed.

Within the community I serve, the paper and the award brought virtually no notice.

Within the larger fire service community two things occurred. I received calls and interest in the paper from fire service professionals throughout the country. Not many, as I recall five or six, but they were not limited to [my state]. The other thing that occurred was that it opened an opportunity to participate in course development at NFA and eventually to be an adjunct instructor. This in turn led to some other contacts and networking. Unfortunately I have not been able to keep all those contacts alive due to other commitments.

Question 3: What organizational impact did receiving the award have on your department and community?

Within both my organization and my community the impact of the paper has been virtually nil. I believe there are a couple of reasons for this. The reaction I received from the organization was that now that I had analyzed the problem and had made recommendations that somehow I was now responsible to change things but that the organization would not have to change simultaneously. I believe the other reason that the impact was so minimal was that the issue I raised, firefighters have little interest in prevention, is an embarrassment to the fire service and like a family secret, no one wishes to discuss it. It is politically unacceptable.

In addition to the questions you posed I would like to add that the Outstanding Research Paper Award is a brilliant idea. It fosters scholarship within a discipline that is woefully short of it. It helps to generate new thinking, new ideas and new approaches to problems. For the award to realize its full potential it will need much broader recognition. I believe a place to start would be the general trade press. While these are not scholarly journals they have broad appeal and on occasion publish well researched materials. Fire Chief Magazine seems to me to be the place to start. An annual article concerning the awards followed by monthly publication of the winning papers during the ensuing four or five months could do a lot for the awards and the reputation of the magazine. I chose this publication since its focus is chief officers and it seems to print materials at a more scholarly level. Eventually the fire service profession will have a scholarly journal that will be the focus of such work, but for now we need to get the ball rolling with the available media.

Laureate 20

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The award itself was certainly appreciated. It was a joyous occasion to reflect on the hard work that was required to first, attend the resident programs at the NFA, and then, develop a paper that would be favorably recognized nationally, both at the time and in the future. I also reflected on the support that I had received from my family over the years in the pursuit of the EFO requirements. This was, in reality, recognition of the team work required at home in order to achieve individual and professional goals. While the certificate hangs in my office, it should be in our home to remind us all of how a family must continually support and nurture each other - and also that one member's recognition is really recognition for all.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Certainly, the prestige of receiving a national award adds to one's professional credentials. It also adds to the organization's standing in the community. Most of our citizens appreciate the dedication and personal commitment provided by those in public service. Awards of this nature, validate and reinforce that respect and recognition. Our departmental policy is to publicize achievements of our staff in a variety of ways - newsletters, the media, city council recognition's, etc. As a result of routine public information activities, numerous people in the community became aware of the award and offered many positive comments to me personally, as well as to my superiors including the city council. It is a fairly basic human relations phenomenon - almost every community likes to feel that its fire-rescue department is the "best", and that the department's staff is also a source of pride. National awards and other recognition's, give the community something tangible to point to affirm these feelings.

Question 3: What organizational impact did receiving the award have on your department and community?

We have used this award as well as others, to assist with our external marketing activities - highlighting the quality of the services we provide as well as the caliber of the professionals who direct and provide these services. We have showcased these achievements in recent revisions to our annexation analysis for consideration by major property owners and investors who are considering decisions relative to business development, relocation or expansion. In short, we want to put everything we have "on the plate" to assist the community with its economic development and redevelopment strategies. We believe that each demonstration of quality is important to the community as a whole. Every achievement helps focus on the quality of life in a particular community, and these achievements may affirmatively influence a corporation or individual to invest or reinvest in a community.

Laureate 21

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The personal impact has really been mixed. I didn't get a new job or a promotion because of my achievement. I did receive some personal satisfaction with the award. I took the research project very seriously and chose a topic that I felt was significant. I know that I put a tremendous amount of time into the project and the reward for that was receiving the outstanding research award. Receiving the award and the acknowledgment from the "teaching body" of the NFA helped to reinforce my confidence in the communization organizational and management skills that I felt I possessed. In a word it was a nice ego boost.

My wife was very happy to hear that I had received the Outstanding research award. Besides being very supportive in my career she knew that I had put a lot of effort into developing a quality research report and she was pleased that I was recognized for that work.

The only friends and colleagues from my department who acknowledged the award were people who were in the EFO program, taught in the program or had attended the NFA for other courses. They realized that receiving this award was a significant achievement so in some measure receiving the award helped to enhance my professional reputation within my deportment. In addition, over the last two years I have met several fire service members who have seen my photo in the hall of the NFA classroom building and have congratulated me on the achievement.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Well, it looks pretty impressive on my resume. I have this achievement listed prominently in one section with an explanation of what the award represents and that I was selected from over 300 submissions in that year.

I have interviewed for several fire chief positions since that time and in at least two interviews with combination departments the fact that I had done a study involving volunteer fire departments indicated to the interviewers that I had some knowledge of working within the volunteer system. It didn't get me the job but it didn't hurt either.

Question 3: What organizational impact did receiving the award have on your department and community?

There has been no impact on my organization from receiving this award. I received a letter from the fire commissioner at that time congratulating me on the award but I don't think that he had any idea of what it was all about.

Because the topic that I received the award for concerned the use of ICS in the volunteer fire service I have used that information to garner some interest in the surrounding counties about the importance of ICS. Two communities decided to develop and implement a written ICS guideline for the volunteer fire companies. They asked me to help them to implement a workable model and I also provided some training sessions. Unfortunately most of the volunteer fire companies in the area still claim to use an ICS system but their systems are neither written or practiced. They have picked up some of the terminology so their reports sound good but largely they keep doing things the same old way. So the impact on my target audience, the volunteer system in the counties surrounding [area] has probably been minimal.

Laureate 22

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

The award had a significant impact on myself. At that time, I had been recently promoted to District Manager and had done well in the job. I was denied a special pay increase for performance and extra duties by the former Director because I was to "new at the job." It wasn't the pay that cut me, rather it was the lack of recognition for my accomplishments. It had been that way since I took the job with other senior managers as well.

Acceptance into the EFO program helped boost me. It was a prestigious program and only one other person in the organization was in the program. When I saw the recognition and opportunity to prove myself in a different way, by receiving the Outstanding Research Award I remarked to one of my classmates that I was going to win the award. It would set a personal and organizational first. Winning the award put me at an all time high because I had set a lofty goal and achieved it addition to being the first in our organization to receive the award.

The impact was minimal on my family and friends. No one knew about the Director's action nor could they appreciate the EFO program acceptance as above level of accomplishment. It followed that the award was just more than a blip in their recognition although they could see it had a positive effect on me.

The effects of receiving the award have leveled off. However, it has provided me a new sense of not being timid in setting high goals for myself and for the district I manage. Five years later, I can see the growth that has occurred in my district and personnel as a result of the higher goal setting. It has also helped me set higher personal levels for achievement. I haven't reached all of them, but they were some I never would have attempted and even at failing I have grown. This has affected my outlook on life where I can find more good in the failures rather than concentrating on the failure itself.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

Receiving the award has helped me very much professionally. Internally, it was delayed until one of my peers received an Outstanding Research Award. Now, the EFO program and getting the award are more tangible and recognized by my peers and Senior Management.

There has been much more professional impact for me relating to the structural fire service locally. The Division of Forestry at the time was not recognized much as a part of the fire service. Even while I was at the NFA, I had many questions from other participants as to why I was there. Almost to the point I was taking up a space someone else in the "real fire service" could use. Not overwhelming, but a definite undercurrent.

The same undercurrent was there in my participation with the local Fire Chiefs Association. When I gave my paper at the EFO Symposium, three of the local Chiefs were in attendance. At the next monthly meeting I attended there was a change in attitude or at least my perception, for the positive. Now, I feel I am accepted on a peer level basis and am able to offer more to the association.

Question 3: What organizational impact did receiving the award have on your department and community?

On an organizational level, I asked the Assistant Director (at the time of the award, the Fire Chief) what the award meant. His remarks were that it has set a standard for other participants from our agency to meet or exceed our awards becoming a benchmark of sorts.

On a different level, he feels our participants come back feeling they can go to a structural fire community training program and compete on an equal basis. It is much the same as I felt in the above response the [assistant director] sees has happened organizationally.

Laureate 23

As usual, you have posed some challenging questions for me to dwell upon. Exactly what impact did receiving the NFA EFO Outstanding Research Award have on me, personally and professionally, as well as on my organization? My response would be from the perspective of a two-time award winner. Having thought about it for a while, I was able to identify both short term and long term impacts. The short term impacts were the easiest to recognize. Being a national award winner certainly gives you your 15 minutes of fame, and the recognition which comes from being in the spotlight brings with it a number of positive effects, and even a few negative ones. But the accolades fade quickly as others step into the spotlight. The lasting impacts were more difficult to identify.

You will note that I have presented my response in descending order from your questionnaire-addressing first the organizational impacts, then the professional impacts and finally the personal impacts. This order will, in general, take you from the impacts that had a lesser effect to those which had greater consequences.

ORGANIZATIONAL IMPACTS

Almost all of the organizational impacts were short term. Through the publicity the award generated both the Fire Department and the City had the opportunity to underscore the quality of their respective organizations. Good organizations have good people and what better proof of good people is a national award winning employee. Don't take me wrong, this was not done intentionally like some kind of Madison Avenue attempt to spin doctor good public relations. Rather, it was a natural derivation. The positive recognition I received reflected well on the Department which in turn reflected well on the City. If only for a brief time, the awards were beneficial to both organizations, reinforcing their good reputations and giving their employees a reason to be proud.

There could be at least one long term impact the awards had on my Department and the City. If they in any way inspired someone in those organizations to strive for excellence, even if only in one aspect of the job, then such a person would be a stronger asset to the organization. Examining just how the awards so served me brings us to the next category.

PROFESSIONAL IMPACTS

Thinking about how the awards affected me professionally, I realized that there was no sharp line of demarcation between the organizational and professional impacts (likewise for the professional and personal impacts). The same could be said of the four parts of the professional impact question: internal to department, external to department, internal to community and external to community. Some impacts bridged subgroups, others pertained to all four parts. It was in looking at the relative effects of the professional impacts that the common themes emerged.

In terms of professional impacts the awards not only made me feel more professional, I believe they actually made me more professional. This latter effect worked within two realms, how I did my job and how others perceived me in doing my job.
Without a doubt the awards were the high points of my career. Nothing else I have accomplished in my 21 years as a career firefighter and officer has matched the two awards in generating a sense of achievement or gaining recognition.

From a professional standpoint, the immediate effect of receiving the awards was to elicit from me all kinds of opinions about my qualities as a fire officer. Those two rather innocuous looking pieces of paper were tangible evidence that I was good! I was an achiever with powers and abilities far beyond those of mortal men. I was on a pedestal gazing down at all of those unfortunate people with lesser abilities. Interestingly, it was the people above me in the organization which helped foster those feelings. Fortunately, it was the people below me in the organization who brought me back to reality. Fire company personnel aren't very impressed with titles or degrees or certificates. Most of them don't know, or care, about an Executive Fire Officer Program. To them an Executive Officer award is a sham if the person who received it doesn't live up to their expectations as a leader. This is the dark side of the award. It can make you big-headed and it can be used against you by those who question your abilities. But, if the awards created a new level of expectations people had of me, they also forced me to be more aware of myself as both a manager and a leader. To be credible, I had to do my job in a manner befitting a national award winner.

The awards also change how I was perceived by those above me in the organization. They brought me to the attention of the people at the top of City government, thereby establishing my capabilities and reputation. This was a definite career boost, affording good will to my name and making me known in important circles. To a limited extent the same thing happened within the community and on into the region. But any impacts outside of the local government organization were very minor.

As I thought more and more about the various professional impacts I began to see the common threads. The awards were validators, authenticating attributes and proving preconceptions. They were also the glass through which I could be viewed, magnifying characteristics known to be there and revealing others not yet discovered. The awards were used in those ways by others as well as by me. By the way, I feel the only advantage of receiving a second award was that it reaffirmed or amplified all that came from receiving the first award. This brings me to the final category.

PERSONAL IMPACTS

If the awards have been the high point of my career, they are also in the top ten events that have occurred in my life. It is mostly the personal impacts that have survived the test of time, probably because they are just that--personal. Winning two national awards was an honor that brought much pride to me, my close friends, and my family. But beyond the emotional level, the awards made other, more profound, personal impacts. The significance of the awards has never been lost. Even today the awards are powerful motivators for me. They are symbols of my potential. Just looking at them has a way of renewing my confidence. But more than that, coming to realize what the awards represented raised my self-esteem. Twice in my life I did something that was judged to be better than anyone else who tried. Regardless of who else knows, or cares, I know. I will carry it with me forever.

Laureate 24

Question 1: What personal (you, family, friend) impact did receiving the award have on you?

What I received was not purposely being sought.

I solved a problem relevant to my responsibilities as a firefighter, with hazardous materials, and as a health care facility safety director. I sought an answer, an to do what was asked (format). The outcome was an answer to the problem, and a recongition that I was unaware of (unaware of the Award program) – application of the (research) process, purpose, results, and presentation.

Although my grandfather and father had been volunteer firfighters and involved in other civic activities, my parents were crticial of my overwhelming love of the fire company, particularly when I had poor school (grade school) grades. Around the firehouse since I was 3, they attempted to discourage my focus, and redirect my focus to life's necessities. My career as a federal firefighter, onto safety, where a predominant pillar remained fire, and life's schedule around the volunteer fire company. While they were often discouraging and supportive comments during my adult career, my parents maintained a tolerance for my fire focus, although my father's love for the fire company as it was when he was active never diminished. The difference I find in their comments and reflections since May of '96 I can only describe as "I think I have their approval." Something I gave up on so long ago (right, wrong, or indifferent). I don't necessarily know how to handle it now. But as a poor student who has hardly survived academia, I seemed to have achieved their acceptance and approval, and have given them a very strong sense of pride.

Response by a few members of the Department and a few other friends was surprising, a finding of support that is humbling. It results in introspective learning.

My involvement in firefighting, haz mat, ems, fire protection engineering, safety, and teaching seems to have been met with much conflict or challenge to the path taken. While self-doubt is healthy, the lack of support or positive feedback was or maintained quite a negative influence on ever being correct. Succintly, learning that I did it right, provided or established confidence and self-esteem. Not that I must be correct all of the time, but rather a plateau of confidence that allows me to pursue endeavors with greater comfort, and rationale. Perhaps an aspect of maturity, or metaphorical a young warrior being tested by the tribal chiefs and accepted for proving one's self. Perhaps this is supposed to happen early in one's adulthood, it took 27 years of firefighting in mine. I may have been confident in my decisions before, but felt self-doubt when challenged. Now I know I can feel comfortable being confident when I pursue or make a decision.

Question 2: What professional (internal and external to your department and community) impact did receiving the award have on you?

- Acknowledgement by an authority having jurisdiction with whom I interact on behalf of my employer, contributes, I believe, to our continual or continued professional cooperative spirit and creditability.
- The paper's abstract was published in Code Red, newsletter of the NFPA's Health Care Section.
- An article was written, summarizing the purpose and outcome of the research, in a biomedical newsletter read by engineering personnel who maintain medical equipment and systems. The newsletter contacted me after reading the abstract in Code Red.
- The paper is supposed to be published in 1997, within a juried quarterly journal regarding fire protection engineering.
- Some of the above is credited to safety director at [my place of employment], and some to the [fire department].

Question 3: What organizational impact did receiving the award have on your department and community?

- None.

- My employer publicized the recognition in several newspapers and in the [employer's] newsletter.
- (Some intrigue and interest in NFA by a half-dozen members of the [fire department]. State Weekend is their first approach. Perhaps their visit in 1997 will blossom into interest with the VIP, or who knows?)